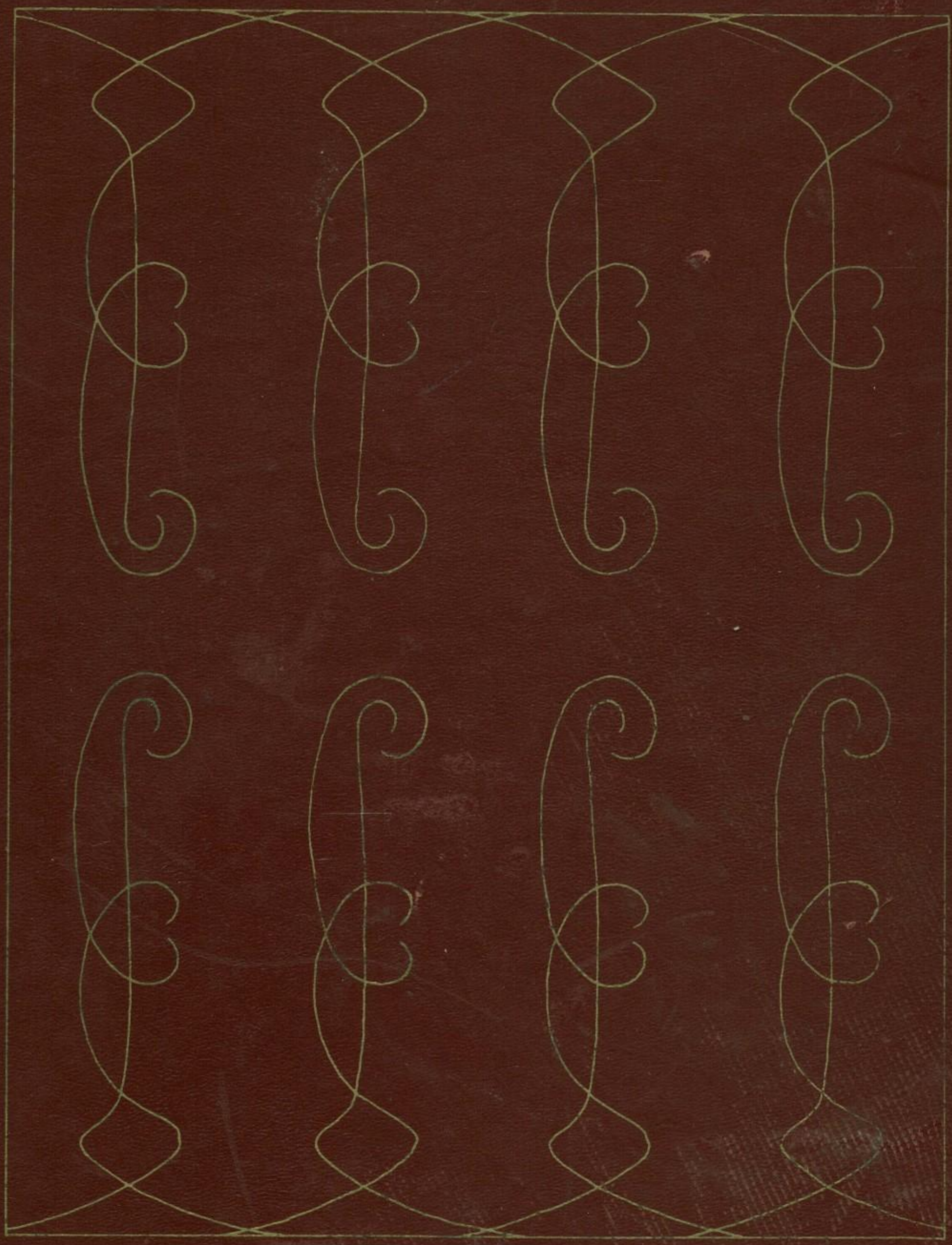


THE
PEMBROKE-
COUNTRY
DAY

RAIDER

MCMLXXIV

JIM SMITH JACK REES
DAN HALL W.R. DIETRICH
T.E. HICKS TOM CORCORAN

In contemplation of a fruit-fly one (2,3,4. . .) realizes that their eyes are a multitude of silverfish-like reflections, perhaps dwelling on the seamy lewdities of solubility equilibria. My work here in the department of has been, will be, should be, something of a green, growing thing bearing rather blue and orange fruit. I look at the bluely psychotic progress sketch, when my mind comes to the brink of, the teeter-tottering edge of that wonderful circular file, in the sky or the earth, depending on where our sympathies lie. A green banana can be extremely potent eating (one of our editors has forsworn them forever) which brings to mind (and soul) the depravities of God and country and bandannas and bicycles and the death of Willy Loman, may the Almighty rest his soul, of hills and valleys and books, and men, and the Chase-Manhattan Bank. In terms of a bank, solid orange dirt with gaping holes manufactured courtesy of the Chipmunk Freemason's Club at no cost whatsoever to political and/or social institutions. I think of the wonderful sense of humor displayed by the Pem-Day Campus in masquerading as a school and Paul Klee, and Oscar Wilde and Aubrey Beardsley. (Everyone knows that if Oscar had lived before Klee then Beardsley would have written a serious novel about the Wonders of Life on Earth.) In the invisible side of the American Profile, the prolific dandy-dandy lion-lion raging about, eating of the flesh of sidewalks. But; Rosseau, Thoreau, Cocteau, wedged in between the Crossroads of America by a one-legged flamingo, know. Nemo, Nihi, the Masked Avenger would and still does believe in the actual beauty of four years in the whole hole, wholly sacred depot of one's preference. "And God said: let there be light," and theirs was light, or at least lighter than mine. Of course the grass is greener and greener and greener and greener, and may it always smell of DDT and technological death. As for life, I pulsate, therefore, am I? And as the Good Book says, reading Marxist literature can really get one in trouble. So, in view of the previous future, as one cannot tell the water from the steam of the trees from the bushes, or the right from the left, confusion sets in? But take solace in that age-old adage when thinking of Biafra in depressing terms, "anything more than a mouthful is wealthy." God bless us all.

Yours for the Raider, Pem-Day, and other various divine and profane accouterments of life in our times,

James D. Smith

People shocked, horrified, and challenged by the various movements for freedom that surfaced in the 1960's can now say, "That was productive era, occasionally we need to be challenged." yet after all, nothing has changed. The status quo has been maintained: the middle class remains as mediocre as ever, the upper class as opposed to change, the government as bureaucratic, the intellectual as stuffy (or trendy, as the case may be), and each more unassailable in its absurd pronouncements. A much talked-about contentment has returned especially to the Pem-Day-Sunset Hill community, a contentment based on complacency rather than on any kind of productive action and reaction.

At this point I overstep my bounds. As a white person I will speak of blacks.

The American black person at this point in history seems to be facing major problems with vast repercussions. People of my age must remember the end of Reconstruction was less than four generations ago. With our very limited historical perspective we might remember the summer of riots or the death of Martin Luther King, Jr. But it can hardly be said that we were actively aware of these events and it certainly cannot be said that we could discriminate enough to formulate valid conclusions. Any thoughts most probably are stereotyped based on biased perceptions. What I am saying is simply that most people, all of 18 years of age, do not have enough experience to draw valid, comprehensive conclusions; keep an open mind on what I am saying. The black man of the late 1960's was a man at the end of his rope screaming, "Notice me." A

desperate man. But all that has been smoothed over now; everything is still O.K. "He" is still where 'he' belongs, which for the most part is out of the awareness of our wonderfully 'content' institution of higher education.

One of the uphill battles the black person has yet to fight, along with the complacency mentioned above, is a conflict in identity: individual identity versus communal identity. This is a difficulty not identified with problems any black might have in realizing his humanhood. The goal is humanhood for all people not by integration of black into white but by the creation of homogeneous society, devoid of race distinction. I firmly believe that before I am white, or middle class, or American, I am a person.

Where smaller groups of blacks are concerned there seems to be a unity, a brotherhood, that exists, an enviable built-in identity based on their common blackness. But is that more beneficial or detrimental? Is it passing or lasting? Certainly it is beneficial, and needed, in fighting the 'devil white man,' and it is hopefully lasting. But this unity is also limiting. There is a metaphorical ball and chain hooked onto the black who is not all consumed with his people's common social situation. In this historical period it is the peculiar position of the white person to be able to concentrate on one's self, to pick and choose philosophies, to divorce himself from the people around him. The black person, on the other hand, is not allowed to place personal goals and philosophy above the needs of the black community.

It is obviously my belief that any person's realization and pursuit of their autonomy is more beneficial to the culture of the race than the complete abandonment of his individuality. Certainly some people's individuality or autonomy is established through direct help and contact with people. But, the person not formed in the pursuit of that kind of direct help and contact where as it may be very helpful, should not allow a heightened race-consciousness to rule his life. In the end the decision is up to the individual, and not open to review by others. All of this, of course, isn't to say a time doesn't come when activities must be suspended to deal with a clear and present crisis. This is very simply a difficult time. Still fighting the prejudice of many white people when race-consciousness is found, the black man is faced with a fight to remain autonomous. It is my belief that race-consciousness is important, especially in the case of the black person who as he found his consciousness began to break from the stigma of the many years of bondage. But, as argued, hypersensitive race-consciousness is a block to the development of a person, and in this heightened form will draw racial distinctions in an even deeper fashion. Thus the ideal becomes not forced integration, but mutual acceptance of the other's stance, devoid of racial distinction.

The most important facet of being here is, above all, the people. We have a rather interesting assortment of thought lines--a few who are racial provincials, a very few radicals on either the social or political fringe.

We also have the usual scholastic alignments--jocks, hairs, and that great formless blob of "don't knows" or "not too sures".

Along with the people come their attitudes. There are those who do care about their fellow human beings, and there are those who are concerned with little more than how their favorite sport is or what college they get into. Obviously, not everyone's motives are this clear-cut; however, one can sense the orientation of someone's mentality in a particular direction at a particular time.

There is also the school's relation to the overall community. *What* relation? The great majority of us probably is very isolated from parts of the city not identical to our own. I believe that we should try to keep this from happening. We should attempt to reach beyond the phony barriers set up by the society that many Pem-Day whites are a part of and come to terms with our city and those people who happen to be outside the Pem-Day social circle. If we are to lead, then we must be aware of whom we are leading.

As for the school itself, I feel that the school climate is as agreeable as I could find in another school, maybe better than most others. I do find myself involved in many acitvities here, which can be very gratifying.

After all is said and done, what it boils down to is this: I think that Pem-Day is a good school. Our problem is that we need a little more in the school to community relations department. By the way, whatever happened to tutoring?

Sandy Smith

Many, given this space, might comment on Pem-Day's numerous strengths and advantages. I won't. I am proud of our virtues but it is our faults and how we might eliminate them that concerns me most.

One of the unfortunate results of Pem-Day's all male nature is a permeating attitude of "machismo", a John Wayne-ish concept of masculinity that severely stunts a boy's social and creative development and, thusly, has no place in a school.

This machismo probably figures with the fact that PCD, a school which is so comprehensive and advanced in other fields, has only two art teachers for some five hundred students in thirteen grade levels. It manifested itself in the hair and dress codes of recent years: " ... we don't want our boys lookin' like girls." And, its assumption of male supremacy can be blamed for much of the friction between Pem-Day and Sunset Hill.

Indeed, this macho 'mind-set' seems to breed lack of respect and a subtle contempt for females altogether. With a woman teacher, students here are less willing to acknowledge her competence, accept her authority and respect her as a person than with her male counterparts. And Sunset students attending classes here can always expect stares, evaluations, and under-the-breath remarks as they walk through the halls.

For the "crowning" touch, there is the patronizing spectacle of the Homecoming routine. Anyone who has ever attended a livestock show would notice startling similarities; the entries are exhibited before a judging audience, their assets glowingly enumerated, and are paraded around a ring, perhaps to 'show' them from all sides. The winning specimen receives some bauble or token like flowers or a ribbon and its keeper might give it a loving pat or even a kiss.

Of course, PCD is not unique in having all of this: every school has its Homecoming ceremony, catcalls in the halls, and this machismo is almost a universal affliction. However, at Pembroke it is all amplified, made more acute, because we are basically a male environment, "co-ordinated" or not.

Actually, the co-ordination program is a highly laudable effort. It has made many technical changes that could conceivable render the Pem-Day scene near-normal, sex-wise, in a few years if allowed to proceed unhindered.

It must be remembered, though, that material change alone will not greatly improve things. This machismo is a sub-conscious mental attitude that can only be erased willingly, through a process of education and enlightenment, by treating the scars of misconception.

This wouldn't be that difficult. What one must realize is that the sorriest aspect of the mascho attitude. other than the way it regards females, is the way it regards males; the do's and dont's of male behavior are even more rigidly ascribed than those of females. No, perhaps I should say the most disgusting thing about machismo is that it dictates and limits any human existence at all, regardless of gender. It is psychological slavery, pure and simple, and who wants that?

All I urge is freedom of personal choice and open-mindedness. As I see it the only "real man" is the one that has fashioned his personality and style from his own beliefs and impressions, not from a stereotypic image seen in war movies, western television programs, spy novels and cigarette advertisements.

Well, the sermon is over. But please remember; the sooner the Pem-Day community rids itself of this constricting behavioral mold, the better off the school will be. Yes friends, what PCD really needs is a men's liberation movement.

John Biggar

Expeditions from the National Museum to the "Great West Continent" have turned attention to newly discovered traces of a tribe, heretofore a mystery. They were unknown to literate civilization, save in the legeendary tales of seemingly non-descript neighboring peoples. The predominant glyph, or inscribed symbol, is that of the "daisie" (a type of flower?). The daisie, known for its occasional bursts of brilliance, was commonly confused in their botany with the "rose" (linguistically this may more properly be 'dose'? or 'doze'?, "to sleep intermittenly"0' a bloom attributed with great beauty and superficial coarseness. We may base our introductory speculations about the cultural life of the daisies on these scattered glyphs, volumes of scribings, hastily completed wall inscriptions, and some ruins.

Perhaps most striking at the outset is the strict segregation by sex and possibly, age. This system appears out of harmony with what we know of the rest of the culture of WE.[1] One would not want to characterize the daisies as hostile people. Where they recruited their women might have remained a mystery, until some

[1]Oblegerst-Levy, Nat-*The Weans* (trans. R. Nathnan) (N.Y.:1961).

wall engravings, or graffitos, within the lavatorium referred to the "land of the Sunset." They left no conclusive evidence as to where this land may be, giving contradictory indications of "East" and Southwest." Some evidence suggests a primitive form of social encounter. One finds references to "the dance" and "the prom" of the mythical past; and some other crudely scratched graffiti. The exact meaning of the latter is unclear. It appears to represent, among other things, the sign for a small fruit, known as "the date." What this arrangement positively contributes to the "academy," as it is also known, remains to be seen.

The daisies attach magico-religious significance to certain glyphs and sacred symbols. Invariably inscribed in their leaves of scribings, these symbols must have had some broader social significance. A,B,C,D, (E?), and F, with the appended notations '+' and '-' receive further emphasis through the daisies' propensity to associate the glyphs with numerals. Their mathematics must be considered primitive; of figures beyond '100' they were ignorant, and many of them had not been allowed to progress beyond '80.While we would not want to characterize their society as "magic-ridden," science and rationalism do not seem to have affected this ritual complex.

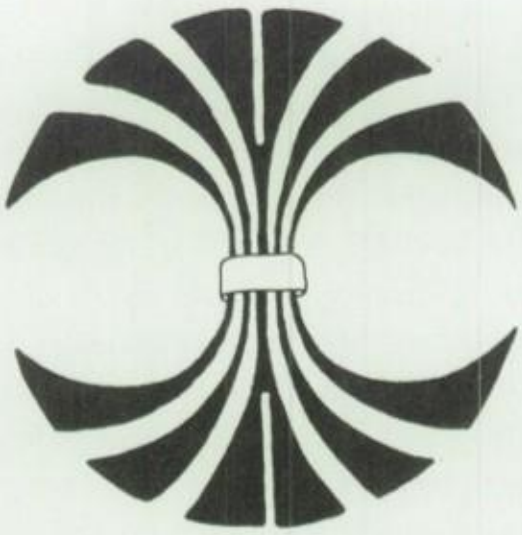
The community has thoroughly acculturated the daisies into this magico-religious system at a comparatively young age. The system has such driving force that the natives enshrine the glyph itself as a goal. Any order or ritual activity, with potential blessing of the shrine, compels compliance. Among the curious ordeals is remaining awake for up to three days, and then successfully completing hours of scribblings in books of sacred color, blue.

Whether this may be related to community festivals on a gridded field cannot yet be determined. Uniformed heroes (ancestor figures?) engage in symbolic combat. They seek their own glyphs (TD, FG, PCD) by achieving certain sacred numerals, particularly 3 and 7.

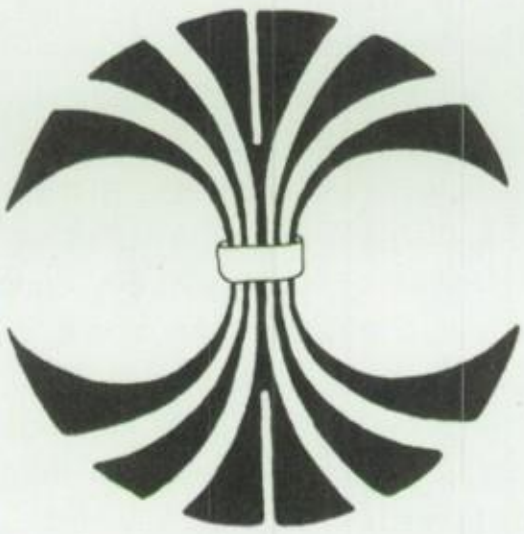
Whether those who are oblivious to the mystical symbols belong within this same culture baffles my present analysis. Could there be a culturally marginal group, proclaiming the emptiness of the shrine of the glyph and the numeral (enshrined, apparently, on some form of "roll," possibly a delicacy eaten at a ritual feast)? Further study must concentrate upon how they relate to the symbolic field battles.

The goal of this specialized "day" activity eludes precise definition. The community invests the authority of the (pa?) rents (ancestors) people who, at least mythically, supply the place of dwelling; hence from rents,' money, suppliers of 'cash'?) in a tripartite authority figure (known as the Boo, V.L., and the Wuck) and in a group of "profs" (prols? roles). These trained roles (vide"roll" above) possibly adjudicate the specific assignation of the glyphs to the scribings and ordeals. Their qualifications for this exalted role seem out of order with their own values. Unlike the priests of the field in striped regalia, these claim allegiance to their own shrine, and what they refer to as the 'life of the mind'(from the volumes of scribblings, apparently few daisies comprehend these alternative values). Some texts lead to the belief that they encourage the marginal daisies, rejecting the glyph-numeral complex, the life of material. How a society can tolerate such alien values in its midst cannot be accounted for within our theories of society. Could these be a captured elite, expressing a dual set of community values? One might thus explain the sanctions of the tripartite authority and the daisies lack of understanding of the goals of these. Herein I may also explain the common conflict over the glyph itself. Rarely does the question of the quality of the scribing (an essay? in modern perceptions, then, easy?) or the test ('toast,' another part of the ritual feast?) fall into controversy. Hence the position of the "roles" (rolls?) expresses untenable contradictions. The forces behind their entrapment elude definition. Perhaps they conspire with the non-numeralists (nihilists?) in the cultivation of the intellect and the worship of alternative shrines, the center of one believed to be in Cambridgemass.

D.S. Geddes,
BA, MC, MA, MD, PhD, SDS,
PCDT, BS.



THE MCMLXXIV RAIDER IS DEDICATED TO THE MEMORY OF THE BATTLE OF MOUNT BAAL-PERAZIM, CIRCA 1045 B.C.E., IN HOPE THAT THE PHILISTINES WILL AGAIN BE DEFEATED.



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Lower School

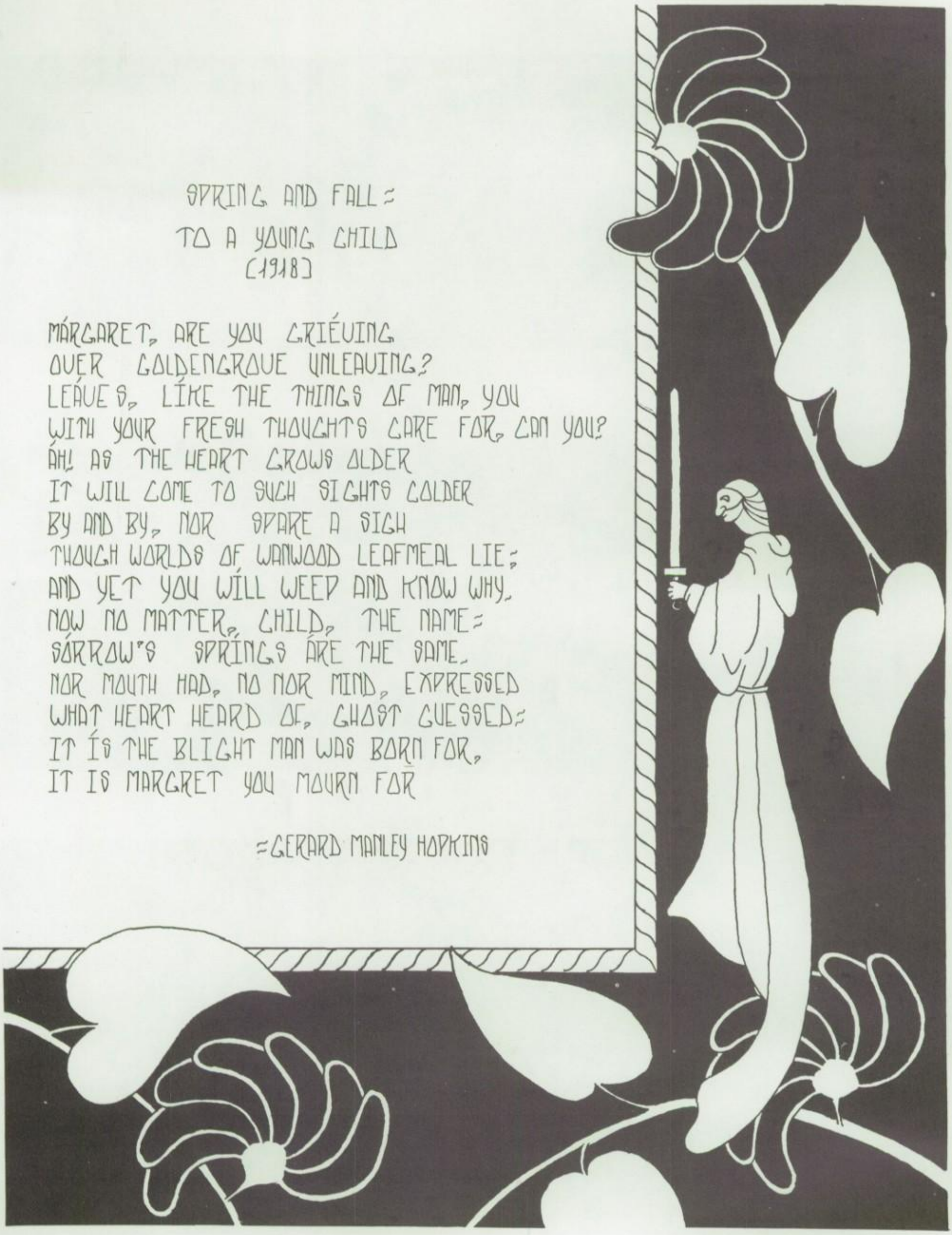
SPRING AND FALL:

TO A YOUNG CHILD

(1918)

MÁRGARET, ARE YOU GRIÉVING
OVER GOLDENGROVE UNLEAVING?
LEÁVES, LÍKE THE THINGS OF MAN, YOU
WITH YOUR FRESH THOUGHTS CARE FOR, CAN YOU?
ÁH! AS THE HEART GROWS OLDER
IT WILL COME TO SUCH SIGHTS COLDER
BY AND BY, NOR SPARE A SIGH
THOUGH WORLDS OF WANWOOD LEAFMEAL LIE;
AND YET YOU WÍLL WEEP AND KNOW WHY.
NOW NO MATTER, CHILD, THE NAME:
SÓRROW'S SPRÍNGS ÁRE THE SAME.
NOR MOUTH HAD, NO NOR MIND, EXPRESSED
WHAT HEART HEARD OF, GHOST GUESSED:
IT ÍS THE BLIGHT MAN WAS BORN FOR,
IT IS MARGRET YOU MOURN FOR

—GERARD MANLEY HOPKINS



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Guy Corr K
Jules Jouvenat K

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Brad Walters K
Grant Jones K
Chris Carpenter K
John Merritt K

Whitney Terrell K
L.J. Klein K
Jody Wally K

Tommy White K
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Todd Johnston K
Jeff Kaplan K

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Steve Csaki 1
Brent Copher 1
Johnny Johntz 1

Sean Smith 1
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Roger Kitterman 1
Edward Foster 1

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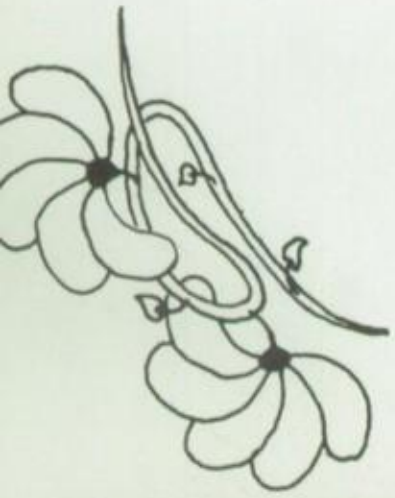

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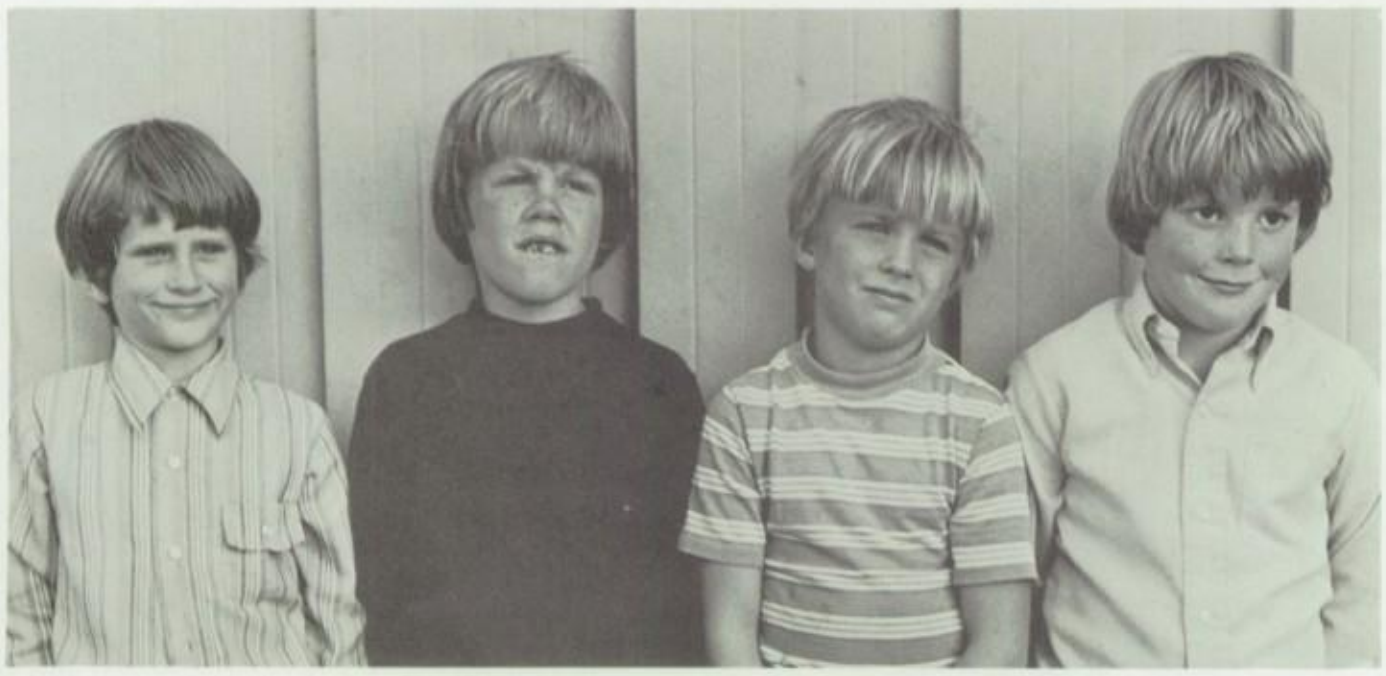

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Cleveland Franklin 2
David Zahorsky 2

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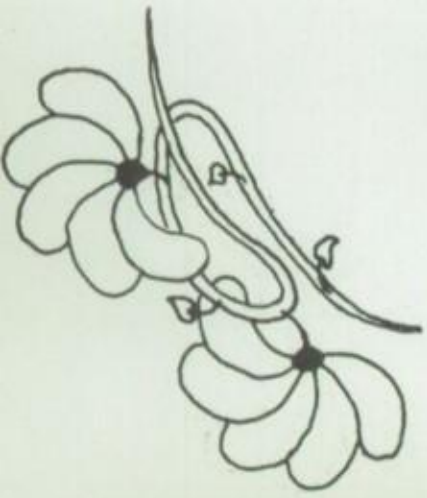

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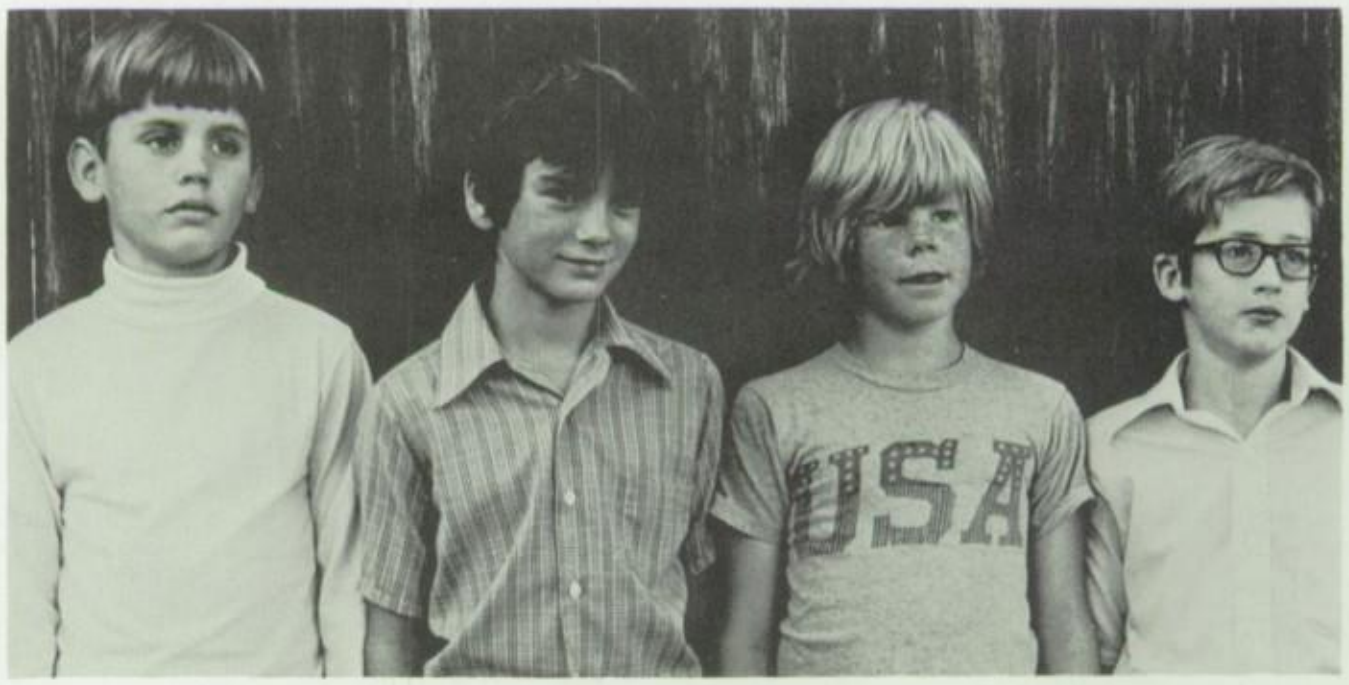

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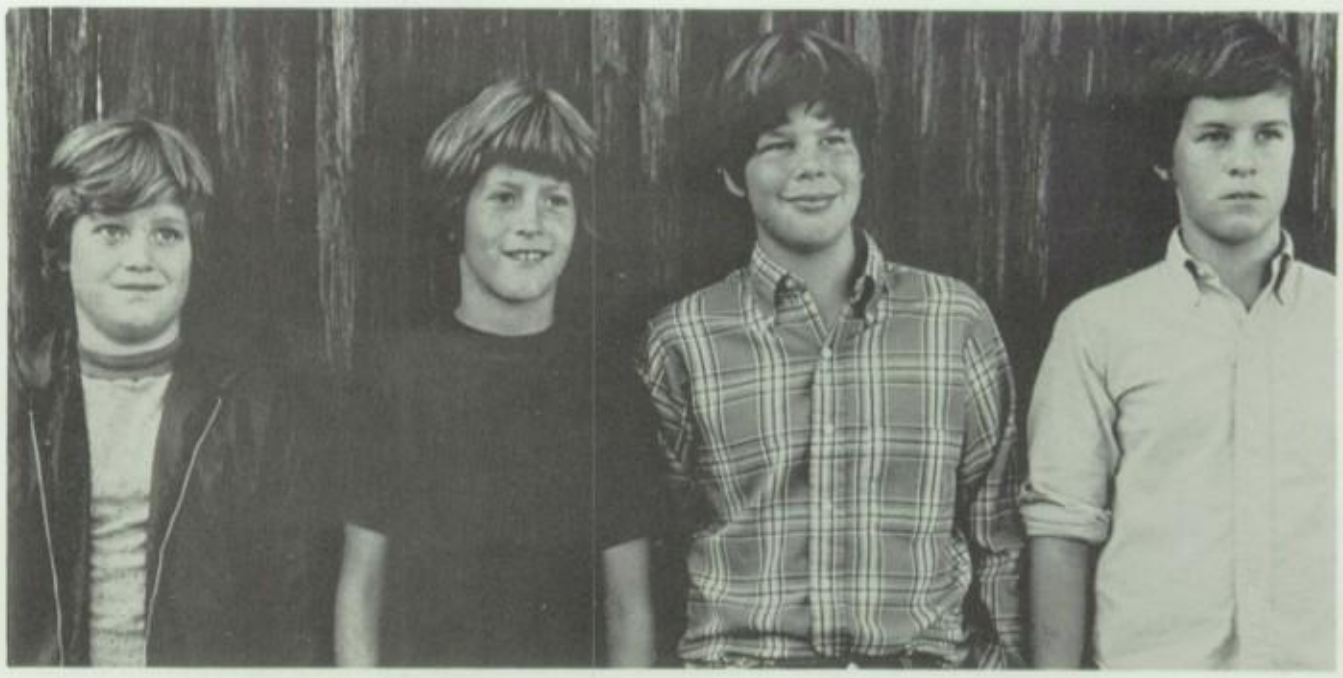

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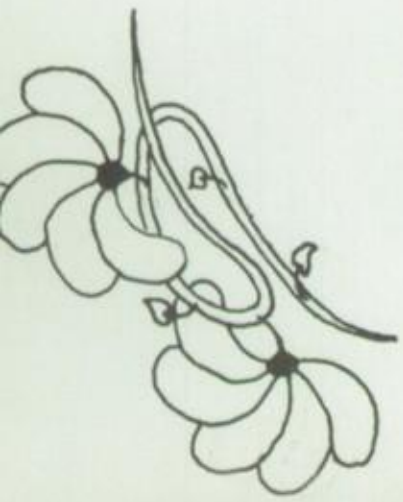

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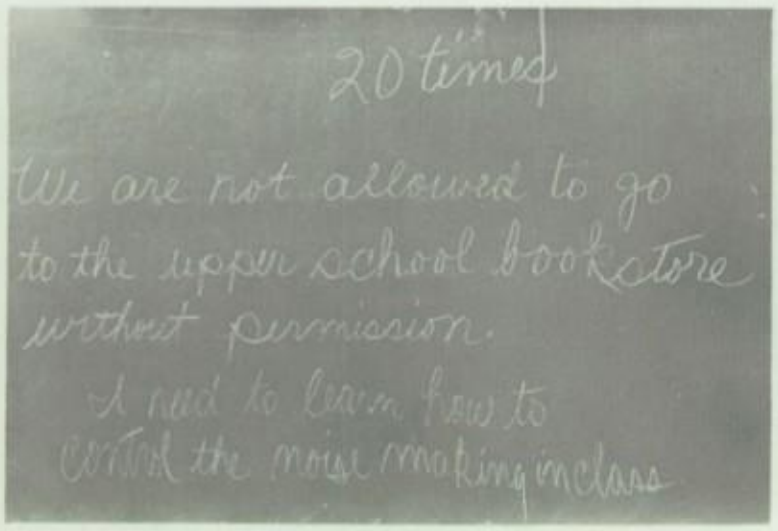
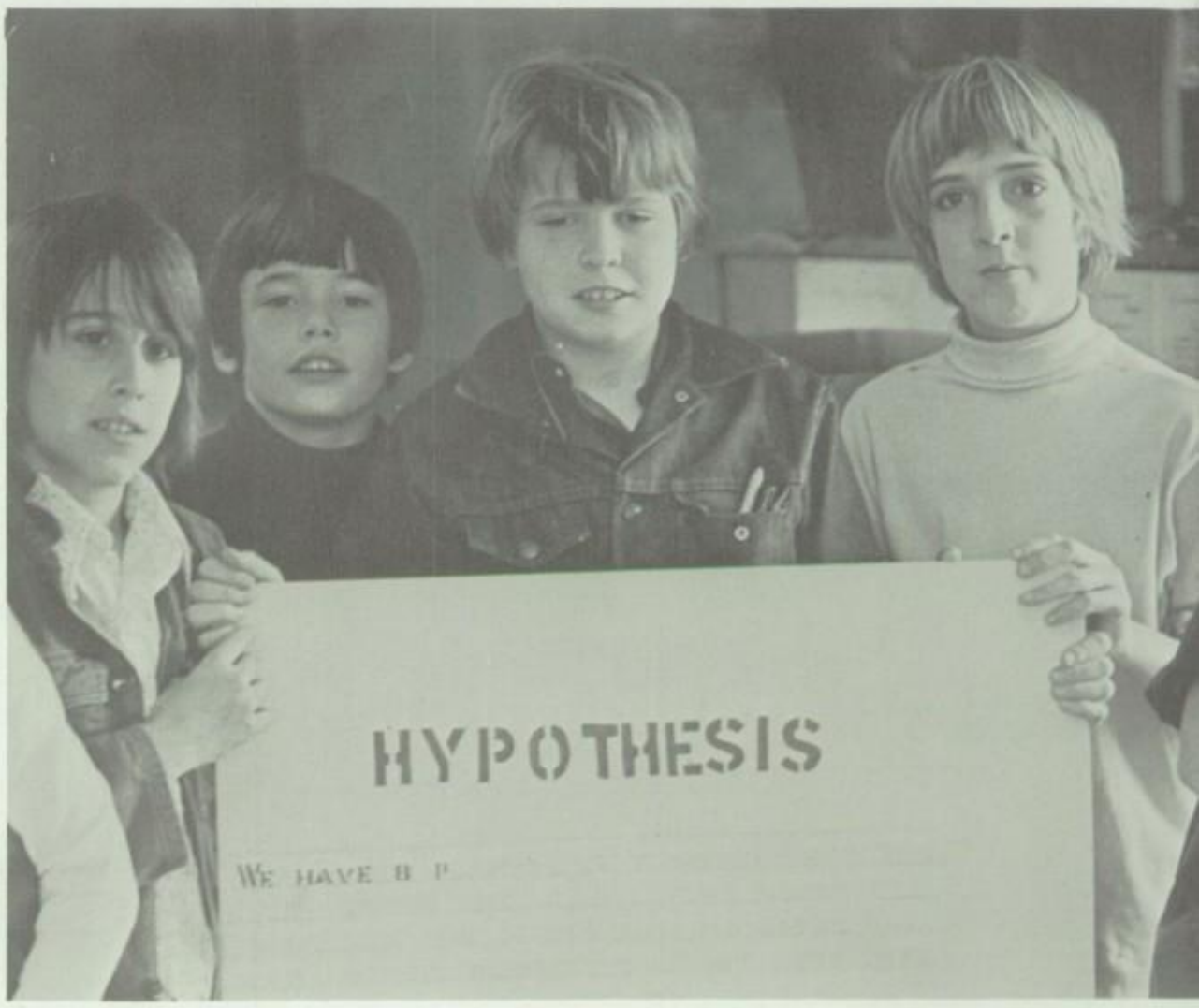

20 times
We are not allowed to go
to the upper school bookstore
without permission.
I need to learn how to
control the noise making in class


HYPOTHESIS
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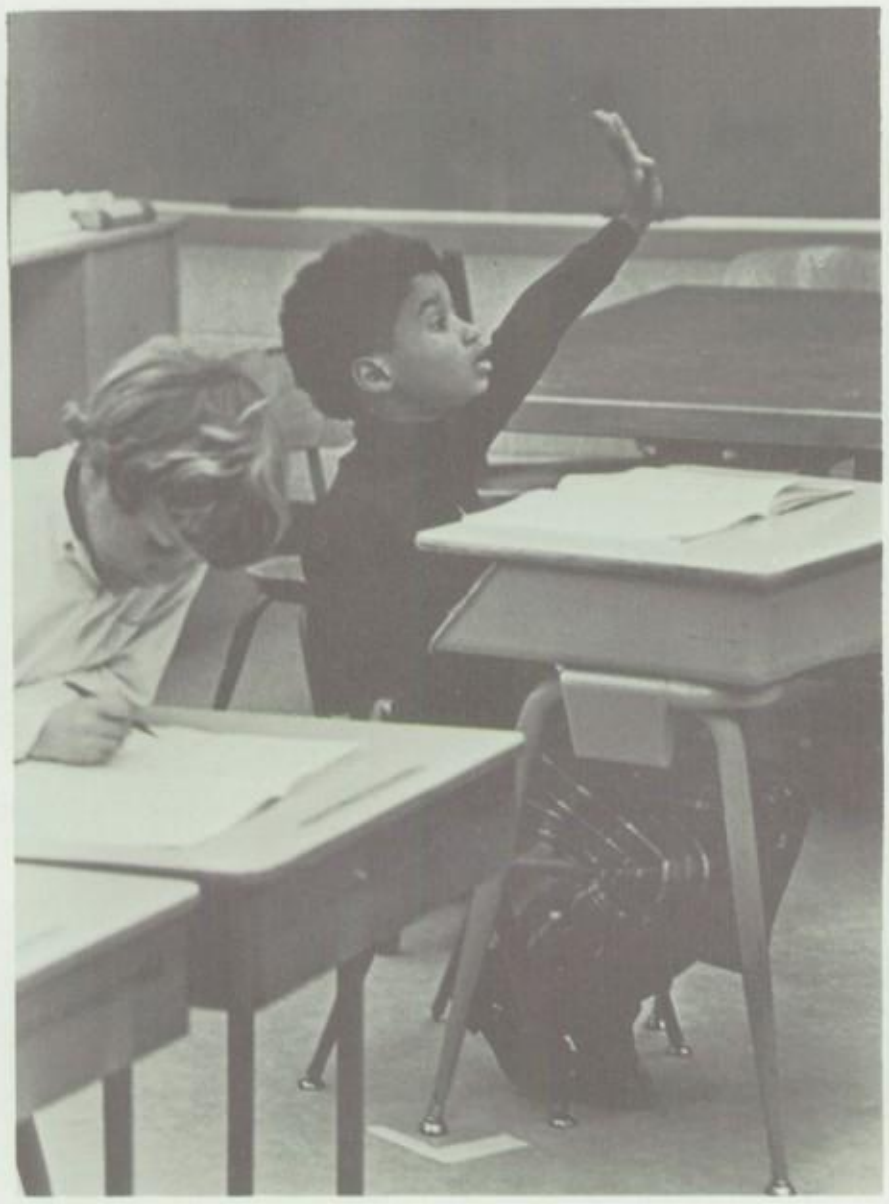


The child comes to kindergarten putting the finishing touches on his self-concept. He is already a capable person. He says, "I am five! I love, live, laugh, and learn 'that truly the world is everyone's classroom.' "

At Pem-Day we lay much stock in the desires of the kindergartener. He may have just completed two or more years of nursery school, already excited by many new learnings, and so he probably knows a great deal of what school is all about. The range of his activities is broad, giving opportunities for him to continue progress along with the child who may not happen to be a pre-school alumnus, but who may have developed excellent school skills through attention at home and good television programs.

Language arts, math, social and physical science and fitness programs, as well as cooking club and numerous field trips, are used to assure the child's self-expression in his strong areas of experience and enjoyment, and to enable his growth in areas where his inexperience makes tasks more difficult. An effort is made to tailor the work to the child's ability in order to build self-esteem.

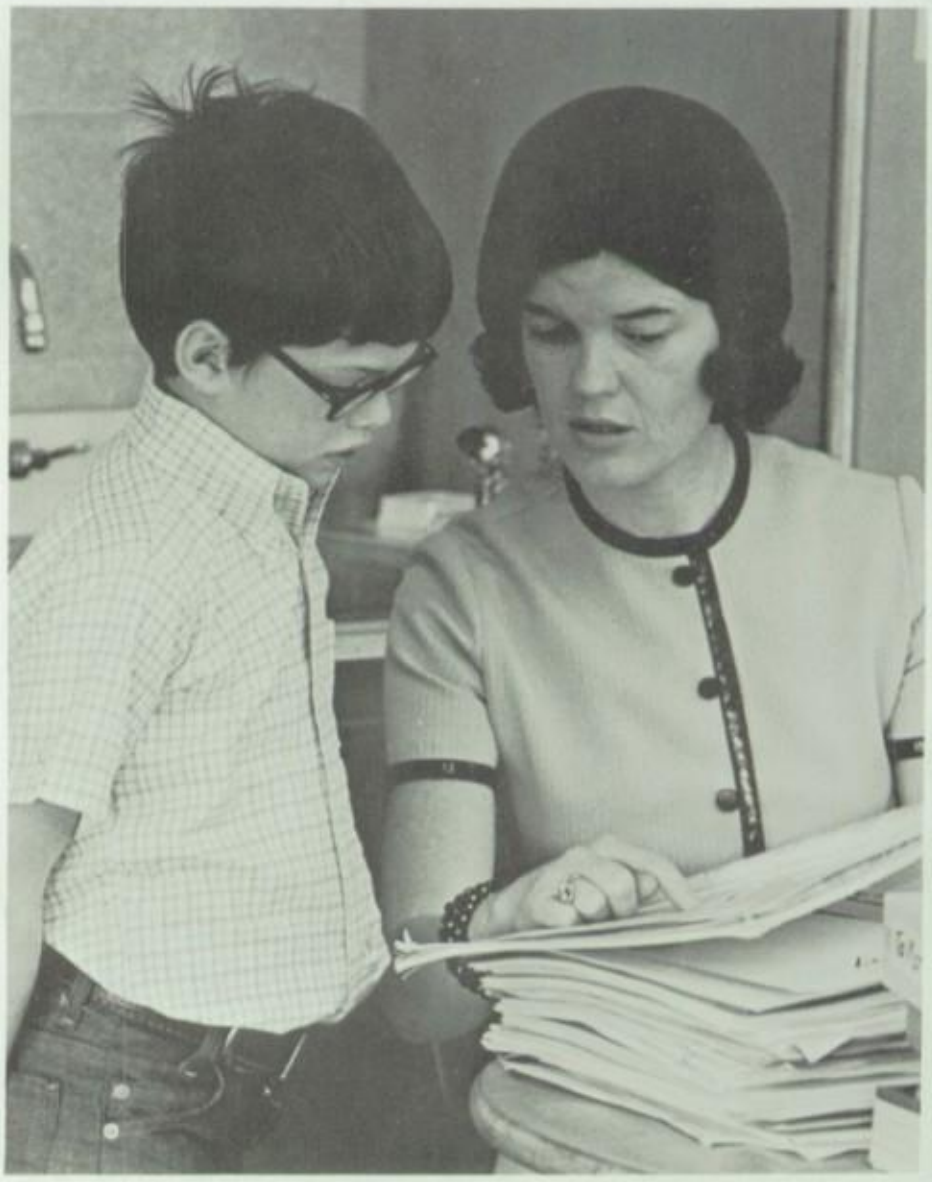
Parents are encouraged to visit the class and lend a hand in many ways, such as: chaperoning outings, monitoring the library system operated by the boys in the room, building room equipment, taking turns with the weekly cooking club sessions, making paint aprons, reading stories, bringing special projects from home. Mothers and fathers, as well as grandparents and other relatives or friends are encouraged to relate actively to their kindergartener's experience.

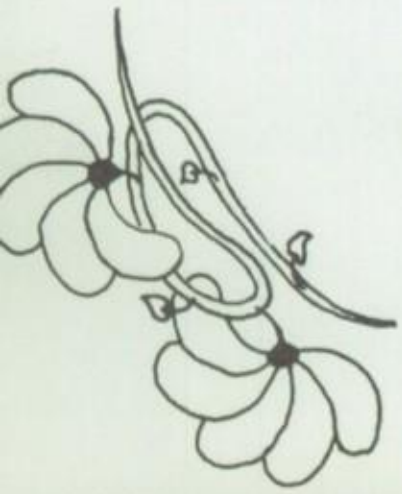
On a Friday night each fall there is a father-son overnight camp out in tents in the center,of the campus following the all-school barbeque picnic and football game. During the course of the year the class visits all parents' businesses. This not only gives each boy a sense of pride but also some early exposure to the work world of other adults. After these trips group stories about the experience are related by the boys, written down by the teacher, duplicated for distribution and taken home.

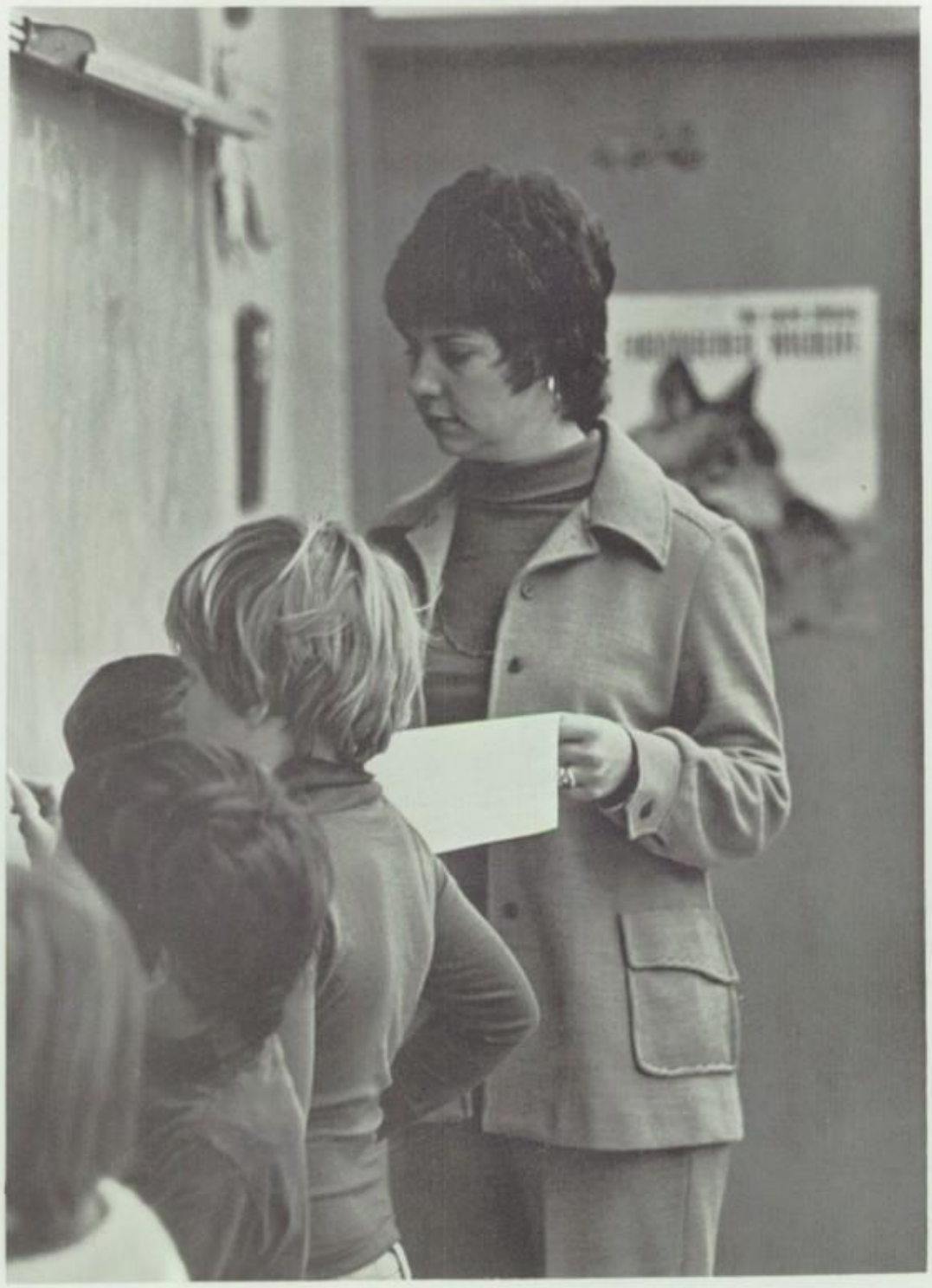
Group cooperation and awareness of others is emphasized in the daily routine. The kindergarteners are part of the whole Pem-Day scene and visit the rest of the Lower School rooms as well as the Middle and Upper School. At Halloween time the boys don their scarey pumpkin masks and parade through all the buildings making noise. Also Lower, Middle and Upper School boys have given much assistance in the classroom as well as on the playground.

Kindergarteners study Japan, Mexico, England and American Samoa to gain some understanding of the lives of five-year-olds in other countries of the world. Walks around the neighborhood and trips to such places as the zoo, the museum, and the top of city hall aid the child in understanding his place in the vast world.

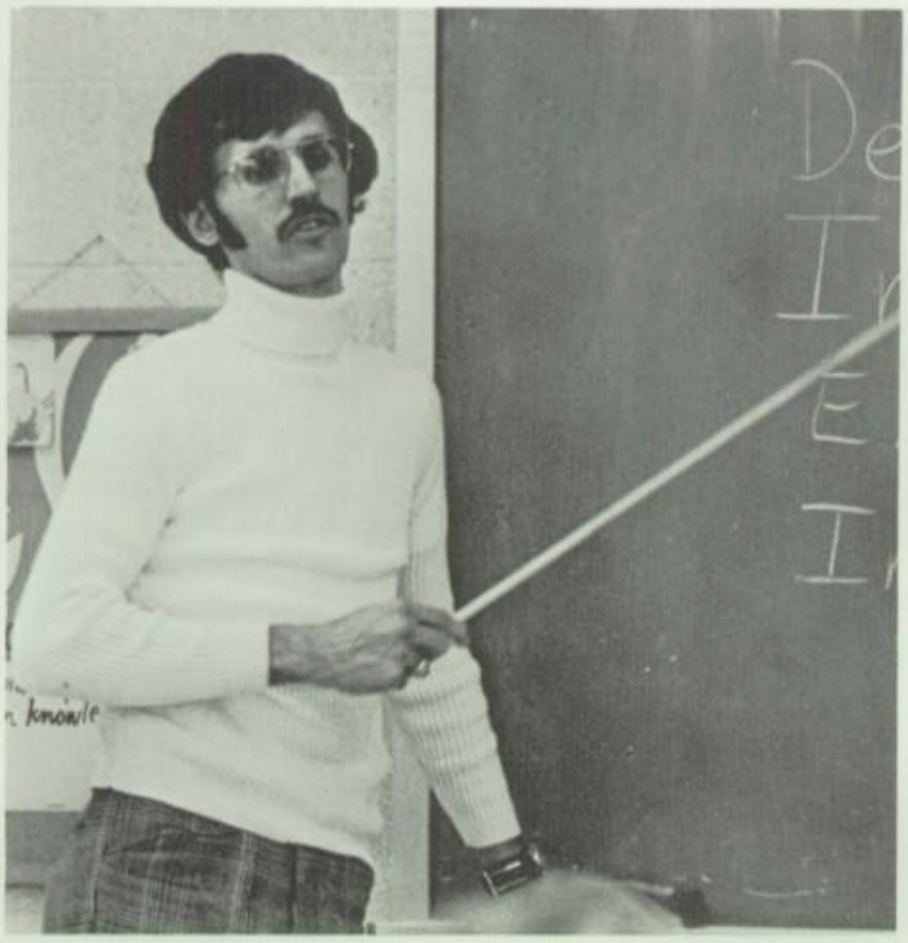
J. Marshall Martin







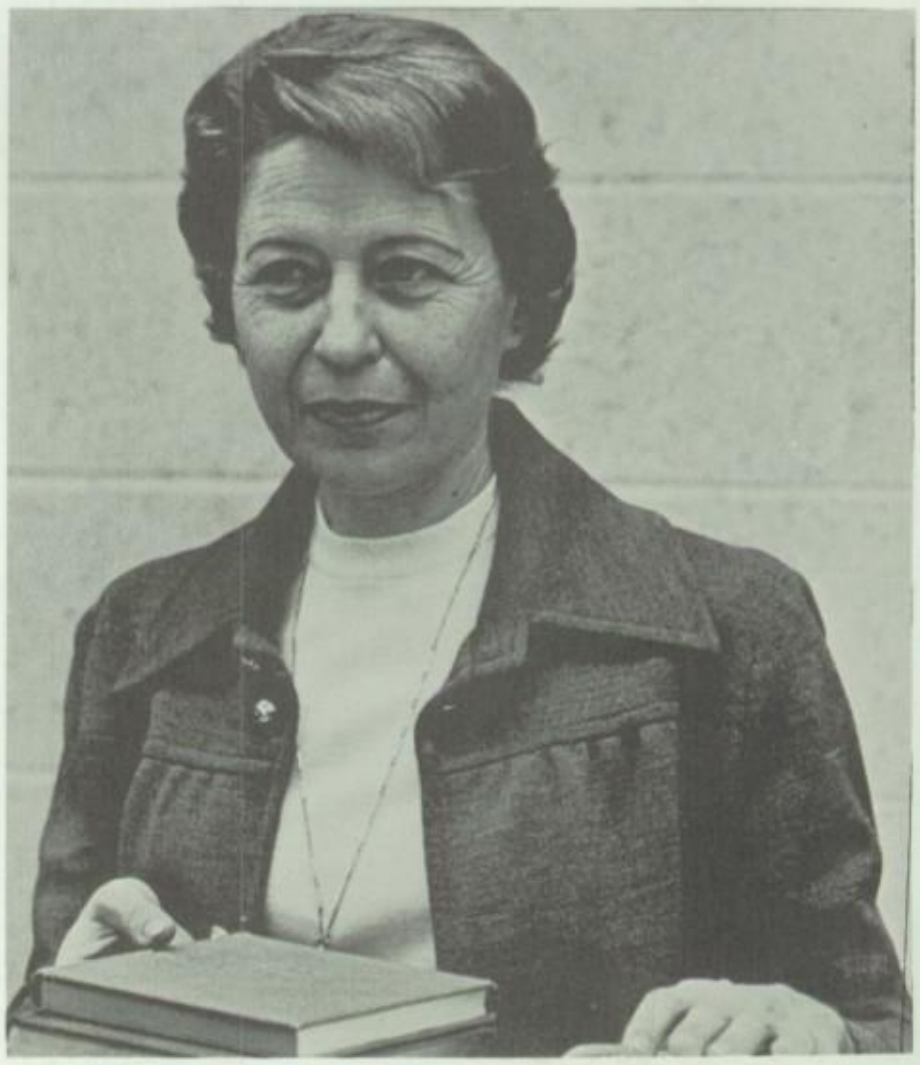
clockwise from above:
Ms. Carol Frantz, Mrs. Roy Dietrick, Ms. Carol Crosswhite, J. Marshall Martin, Ms. Virginia Fortner

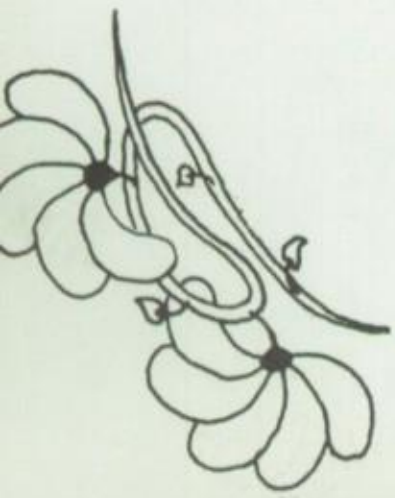


This past year in the intermediate grades (4-5) has been an exciting one. This was due in large part to administration and faculty preparation of a flexible, challenging and dynamic curriculum. Also, There were several projects which added to the variety of the day-to-day activities. Of particular interest, I feel, was Project Earthclub on which Barry White and I collaborated. It was one of those things for which everything seemed to go right. The project originally was to have been a part of the astronomy unit in science which I was to teach while Mr. White, the regular science teacher, was to teach a unit in the English class. I made a proposal that we build a mock-up of an isolation chamber to simulate the environment of astronauts in outer space, and from there the project seemed to take on a life of its own.

From an interested parent there came a panel full of switches. They would be necessary to our control panels to be used for communication purposes. From the Foreign Language Department came a multiple headphone and amplifier unit. From the Kindergarten came the expertise necessary (in the form of Marshall Martin) to construct a sturdy yet inexpensive "space capsule." And from out of nowhere came an experienced (Gemini program) electrician to do the complicated wiring. The project was truly a group effort and provided the students with an astounding array of information and experiences.

Dennis All





The importance of beginning reading experience cannot be overemphasized. The pupil's attitude toward future school work is formed at this time. Study of student progress in the following years substantiates this statement. Approach to school work as an interesting and challenging experience or as a required chore seems to persist.

Learning to read now is fun! The availability of high interest materials with stories appealing to today's children has brought greatly increased achievement and implemented the pleasure of learning.

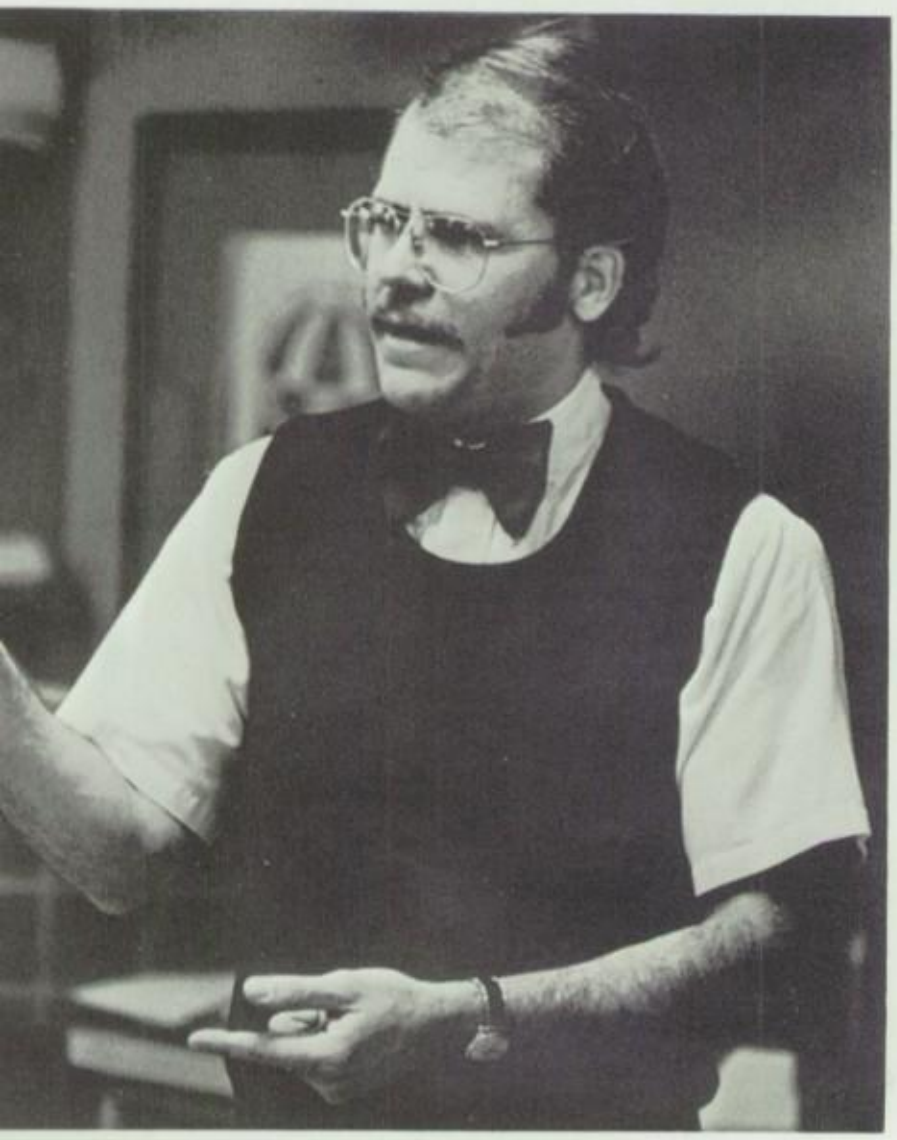
The alphabet is the key to unlock the English language. A strong program of phonics, establishing control of letter sounds, combinations of consonant and vowel sounds, syllabication and accents for decoding the printed word are presented in the early reading program. The many other methods of word-recognition techniques are also taught to establish independence with reading that reaches all pupils, so methods are varied to meet individual needs.

The real purpose of achieving success with mechanics is to attain comprehension of the printed page. The ability to decode words is a significant accomplishment but unless the thought of the material is understood, it cannot be accurately stated at the level of mechanical control. Guidance of pupils in attaining comprehension of the material he reads is the real heart of the reading program.

As soon as a pupil shows ability to comprehend while reading independently, whether this occurs in the first week of school or later, we individualize the reading program. This enables all pupils to proceed independently according to achievement and interest. Time is given for re-enforcement of needed learnings and maximum help given to the individual pupil for continuous advancement in reading skill.

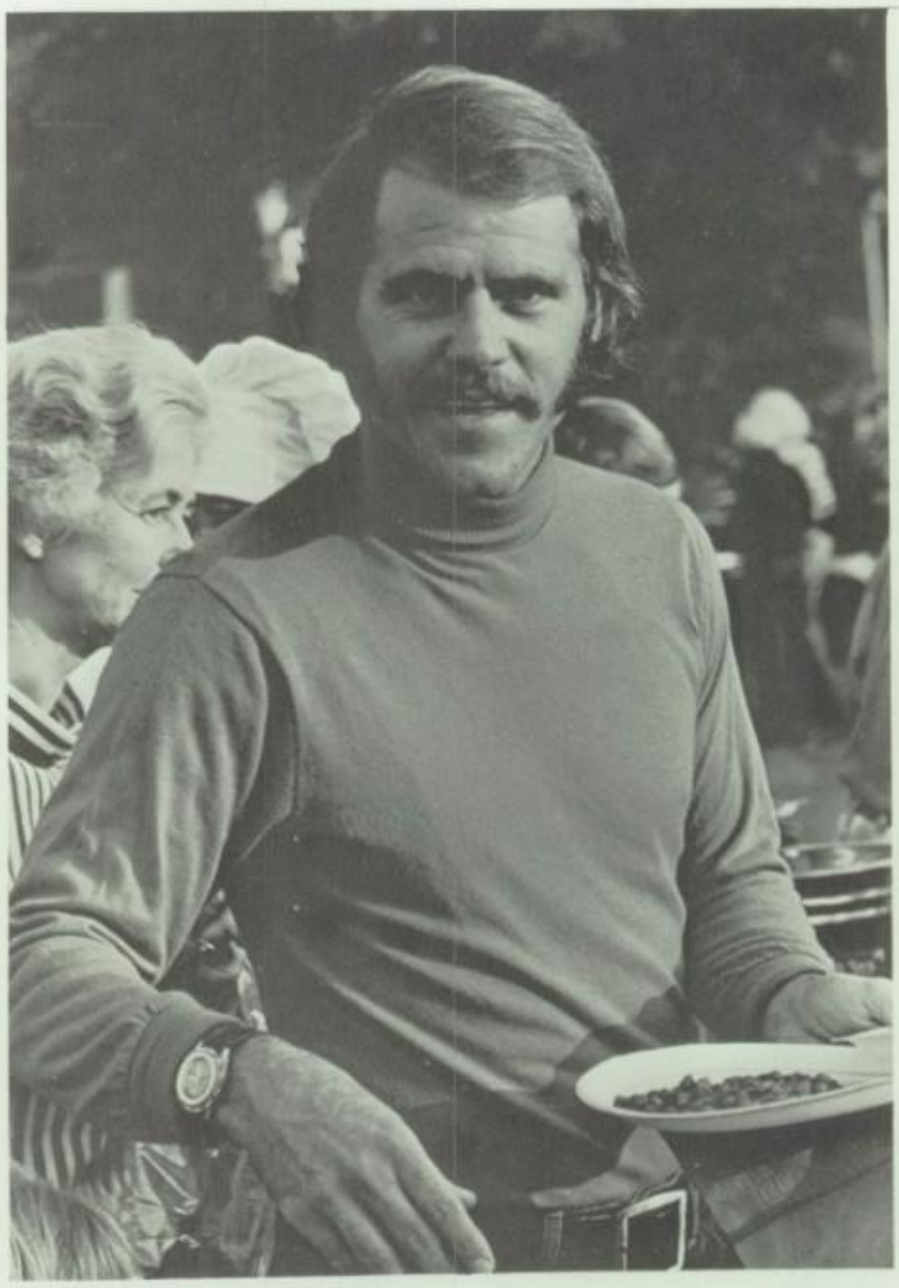
My purpose in teaching beginning reading is to build a love of reading that will continue for a lifetime.

Mrs. Roy Dietrick



clockwise from upper left:
Dennis All, Ms Jeannine Robinson, Mrs. Fred Johnson, Barry White, Mrs. John Weltmer

Barry White



Learning at any level should be an enjoyable, meaningful, and worthwhile experience. If it is not, then school, where by law one must go to obtain learning, will become a boring and unsatisfying experience.

The sooner one is able to integrate his own process of learning into acceptable work habits, the easier his adjustment will be to the rigors of Pem-Day. Part of the challenge to our teachers is to accept the individual differences each child presents, and, at the same time, help him develop his potentials toward a common goal of learning.

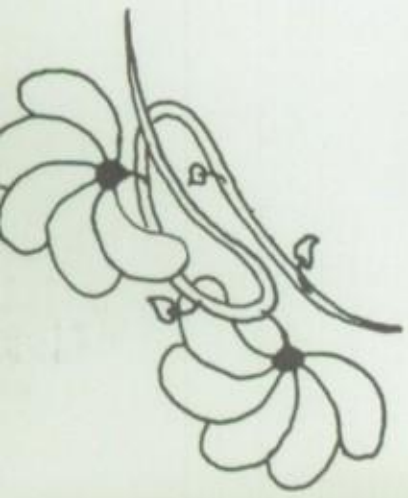
The above comments are some of the guidelines we follow in trying to make the Lower School portion of Pem-Day life be life be the best it can possibly be.

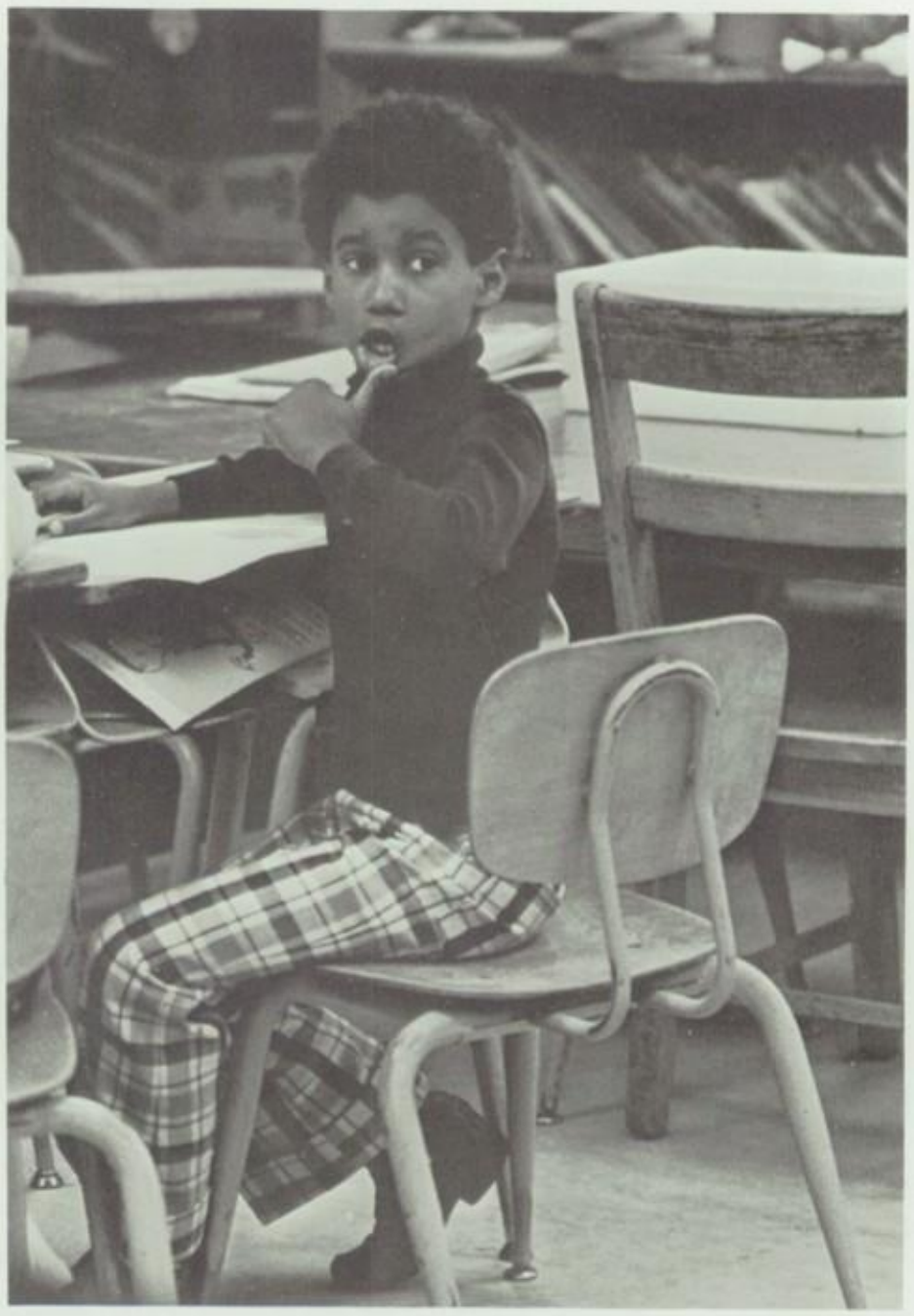
The Lower School experience should help the student develop 1) a good self-image, 2) sound working habits, 3) self-reliance, 4) independence, 5) the basic fundamentals of math, music, art, science, language arts, and social studies and 6) socialization or the human process.

We want the above to be accomplished in a warm, friendly atmosphere where each student feels secure with himself and is accepted by others.

Finally, we simply want to *guide* the child in the development of his own self so that he will meet his fullest possible potential. Learning is a process that takes place within the child and must come *through him* rather than through us.

Barry White
Principal, Lower School

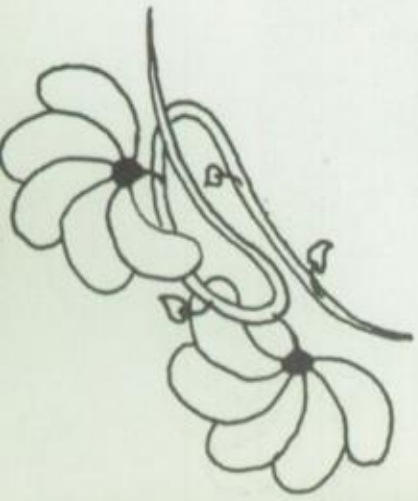




SOUTHTOWN
Y
ATHLETIC PROGRAM

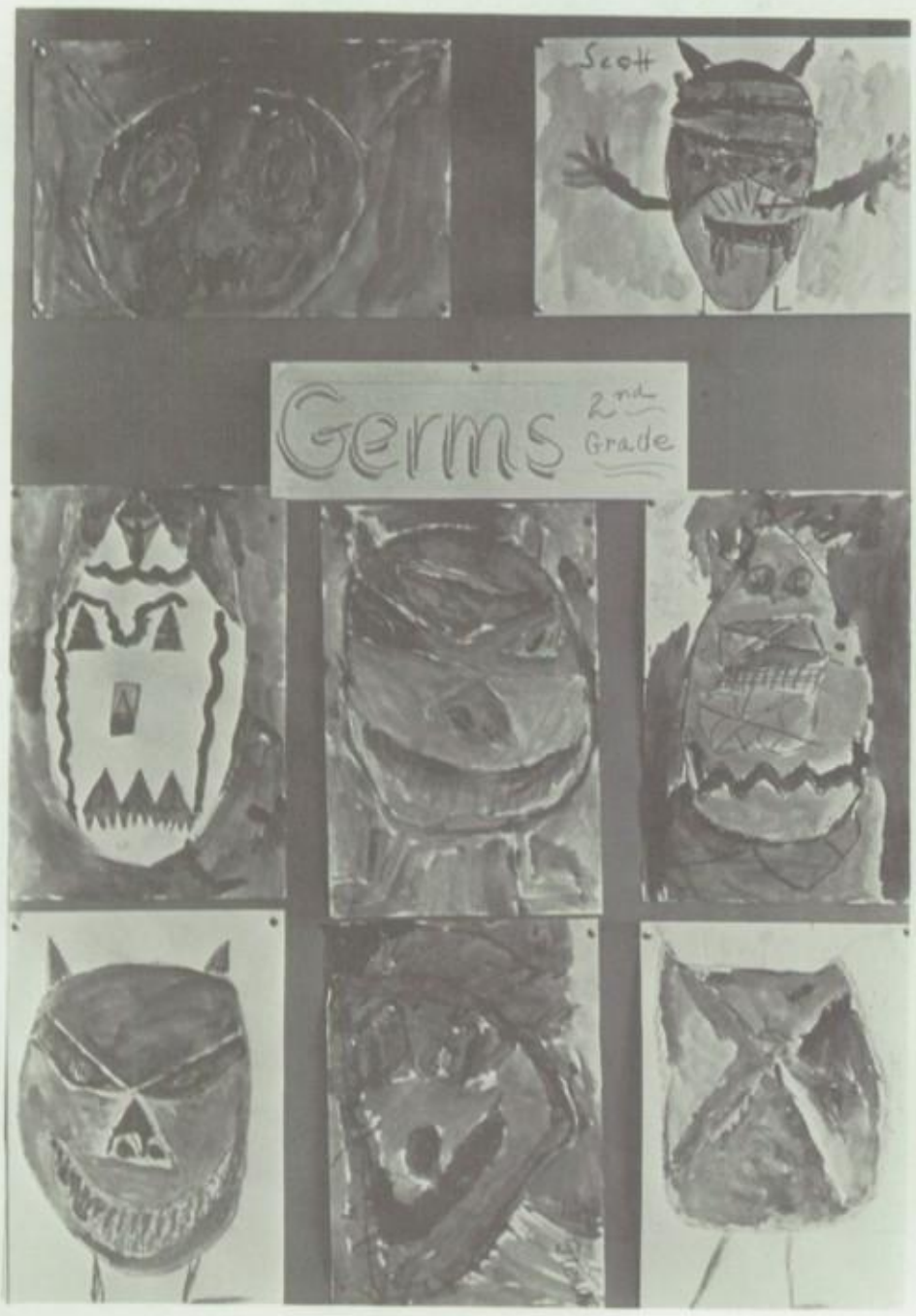
Music

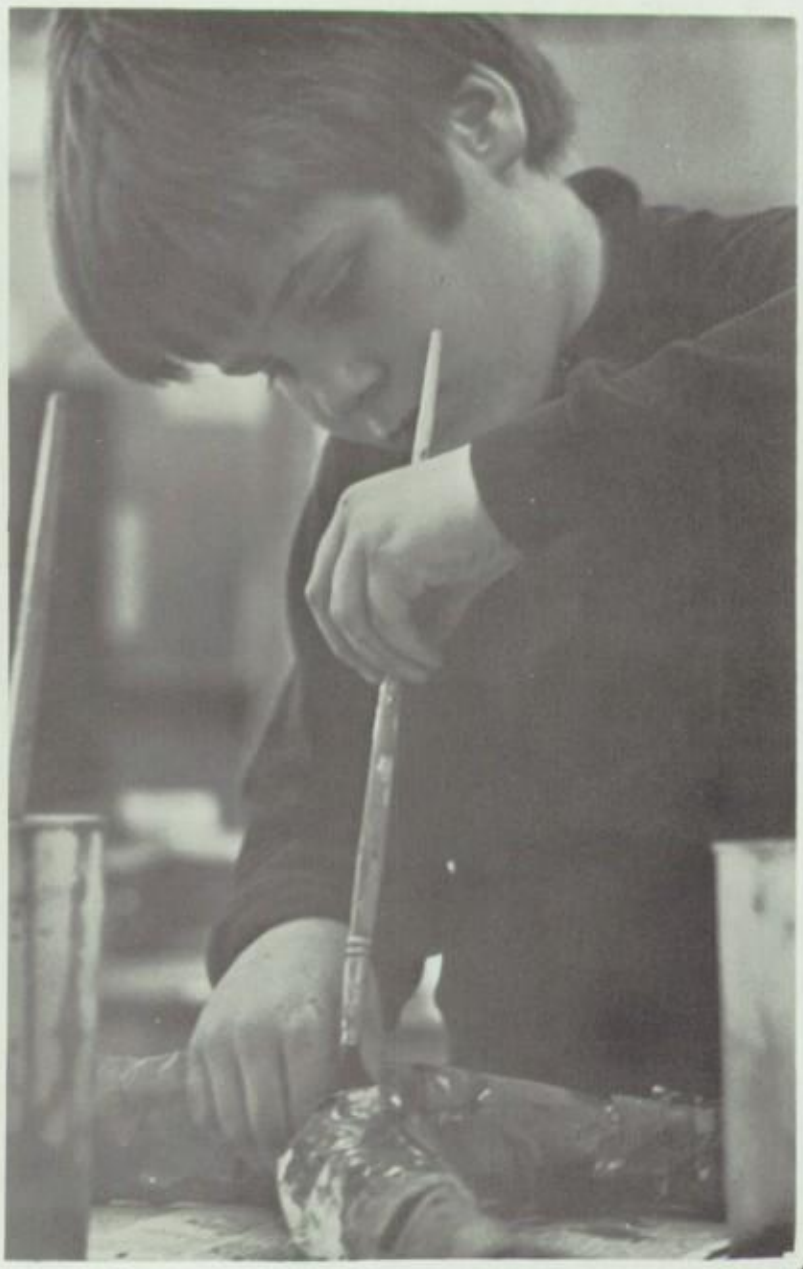
at upper right:
Mrs. Carole Mehl

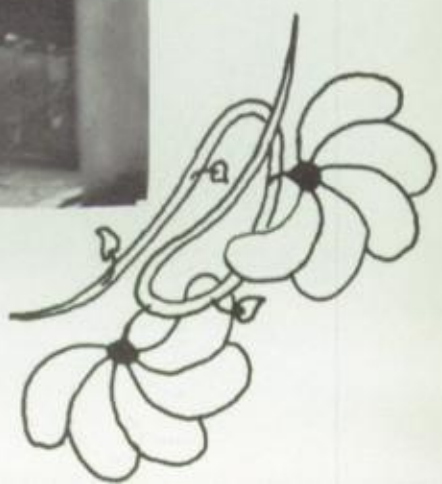


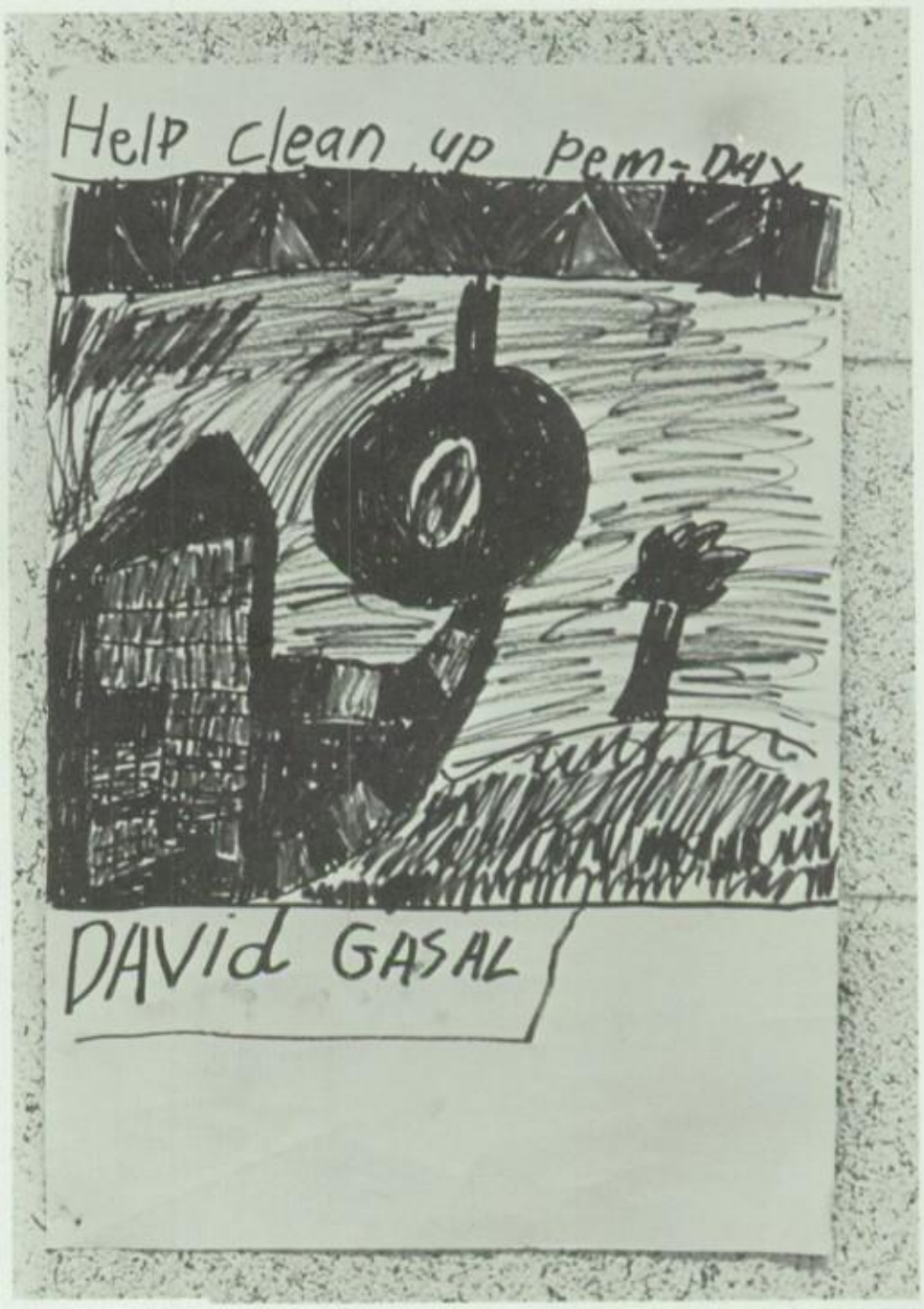
Art

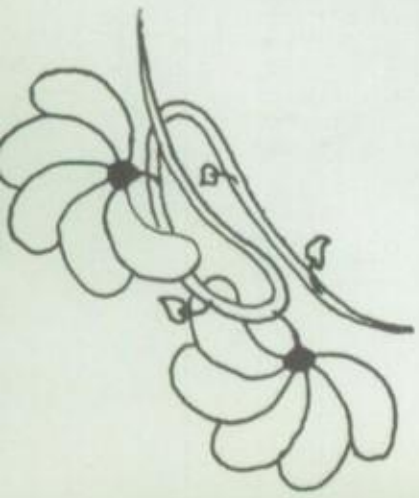
opposite:
Mrs. Carolyn Taylor



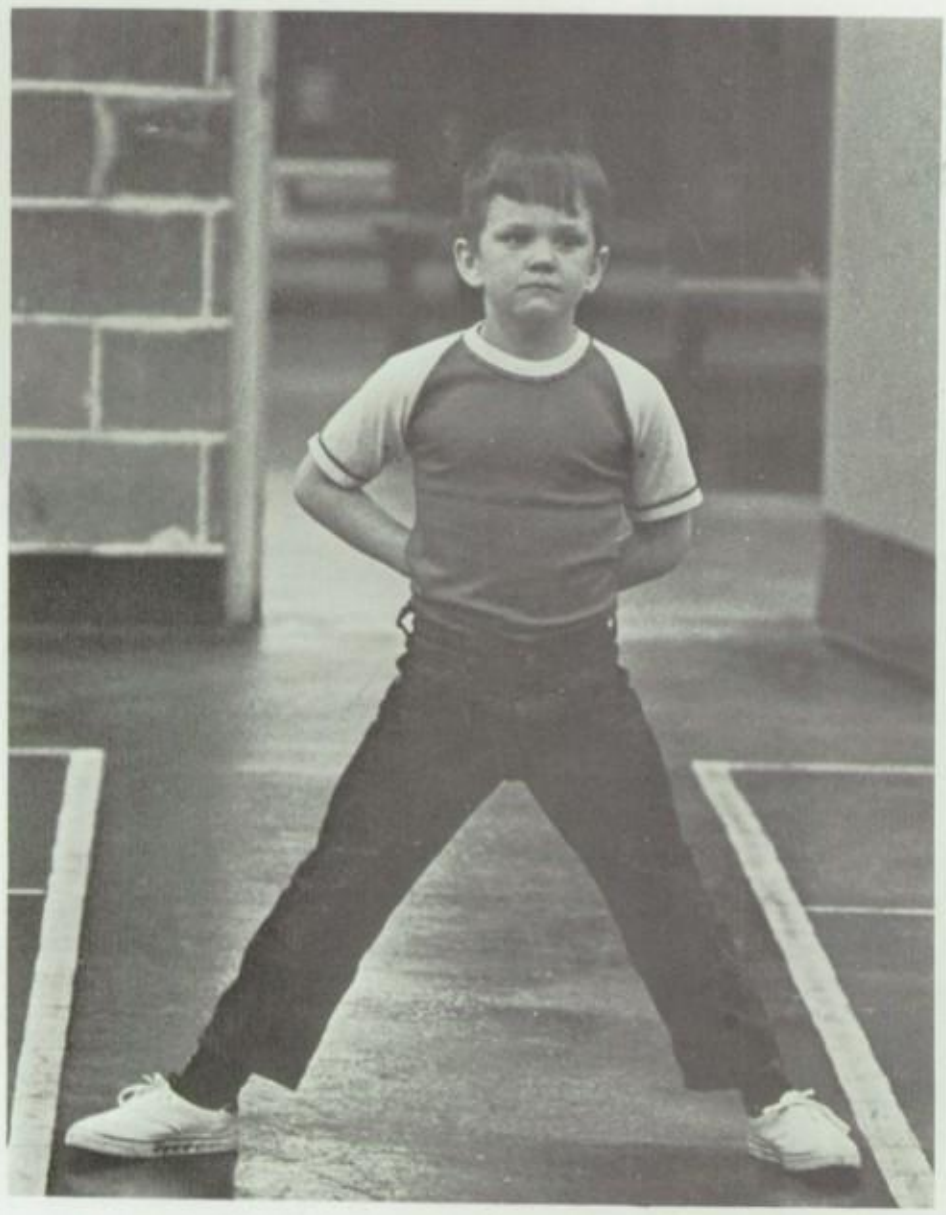





Help Clean up Pem-Day
DAVid GASAL



Physical Education



Students 6-12

V

HERE WE GO ROUND THE PRICKLEY PEAR
PRICKLEY PEAR PRICKLEY PEAR
HERE WE GO ROUND THE PRICKLEY PEAR
AT FIVE O'CLOCK IN THE MORNING

BETWEEN THE IDEA
AND THE REALITY
BETWEEN THE ACT
AND THE MOTION
FALLS THE SHADOW
FOR THINE IS THE KINGDOM

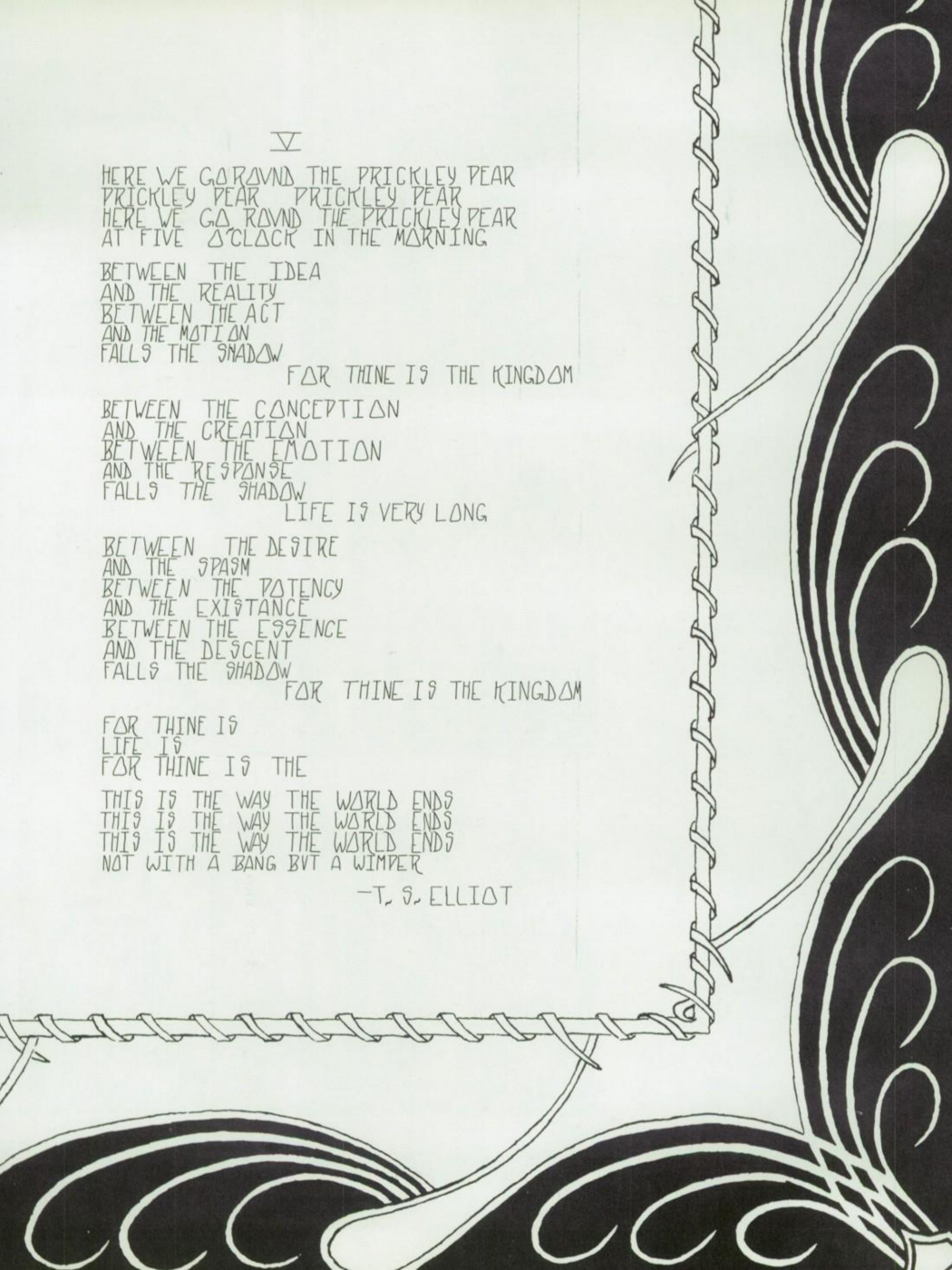
BETWEEN THE CONCEPTION
AND THE CREATION
BETWEEN THE EMOTION
AND THE RESPONSE
FALLS THE SHADOW
LIFE IS VERY LONG

BETWEEN THE DESIRE
AND THE SPASM
BETWEEN THE POTENCY
AND THE EXISTANCE
BETWEEN THE ESSENCE
AND THE DESCENT
FALLS THE SHADOW
FOR THINE IS THE KINGDOM

FOR THINE IS
LIFE IS
FOR THINE IS THE

THIS IS THE WAY THE WORLD ENDS
THIS IS THE WAY THE WORLD ENDS
THIS IS THE WAY THE WORLD ENDS
NOT WITH A BANG BUT A WIMPER

—T. S. ELLIOT



Steve Armitage 6
Bryan Becker 6
Dave Hall 6
Stuart Martin 6

Jeff Klein 6
Bob Beaham 6
Mark Hassenflu 6
Buzzy Reno 6

Kevin Jones 6
John Mackenzie 6
Dan Bailey 6
Nelson Sabates 6

Jon Lambert 6
David Whitacre 6
Charley Benson 6
Gordie Grohman 6

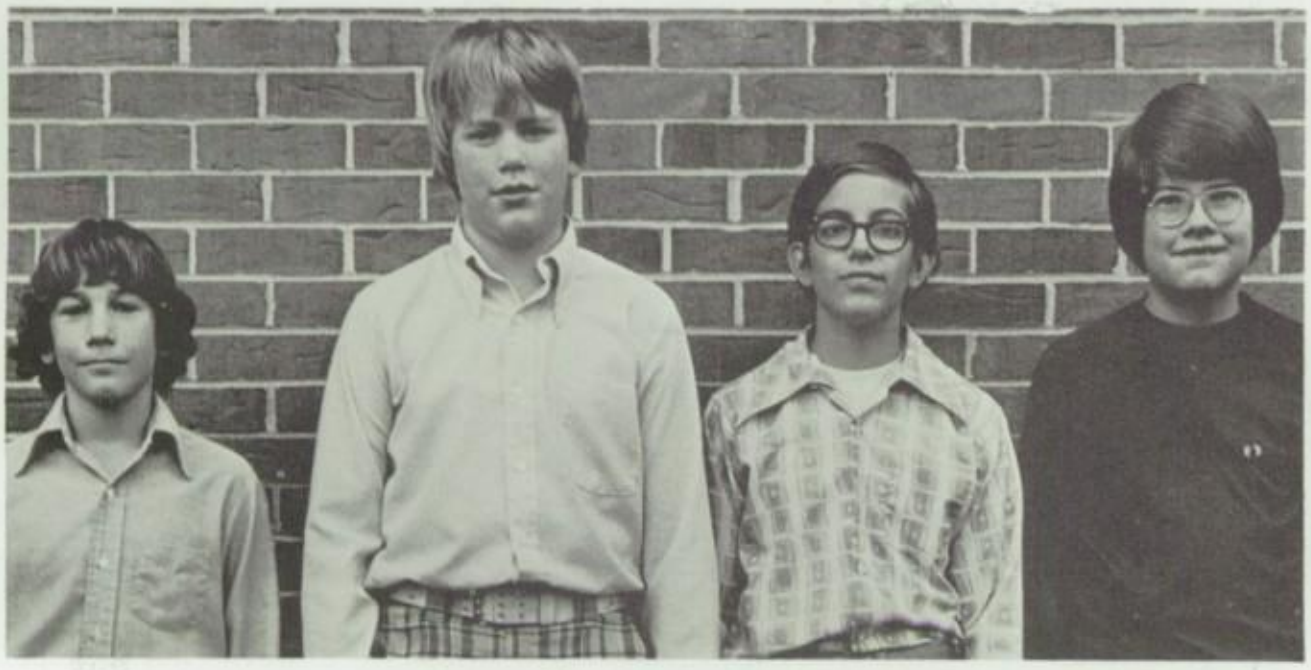
John Arnold 6
Chilton Gaines 6
Bryce Kinney 6

Larry Staples 6
John DuBois 6
Seth McWhinney 6
David Boucher 6
Mark Steele 6

Chan McCray 6
Frank Newman 6
Bobby Green 6
Jeff O'Neill 6

Jeff Reed 7
Mike Rome 7
Jim Slocomb 7
Mike Crass 7

Jon Simonie 7
Bill Conley 7
Brooks Hanson 7
Doug Young 7



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Duncan Burnett 7
Greg Hartwig 7
John Hickok 7

Charles Pirtle 7
Tom Knickerbocker 7
Scott Benson 7
Bill Keller 7

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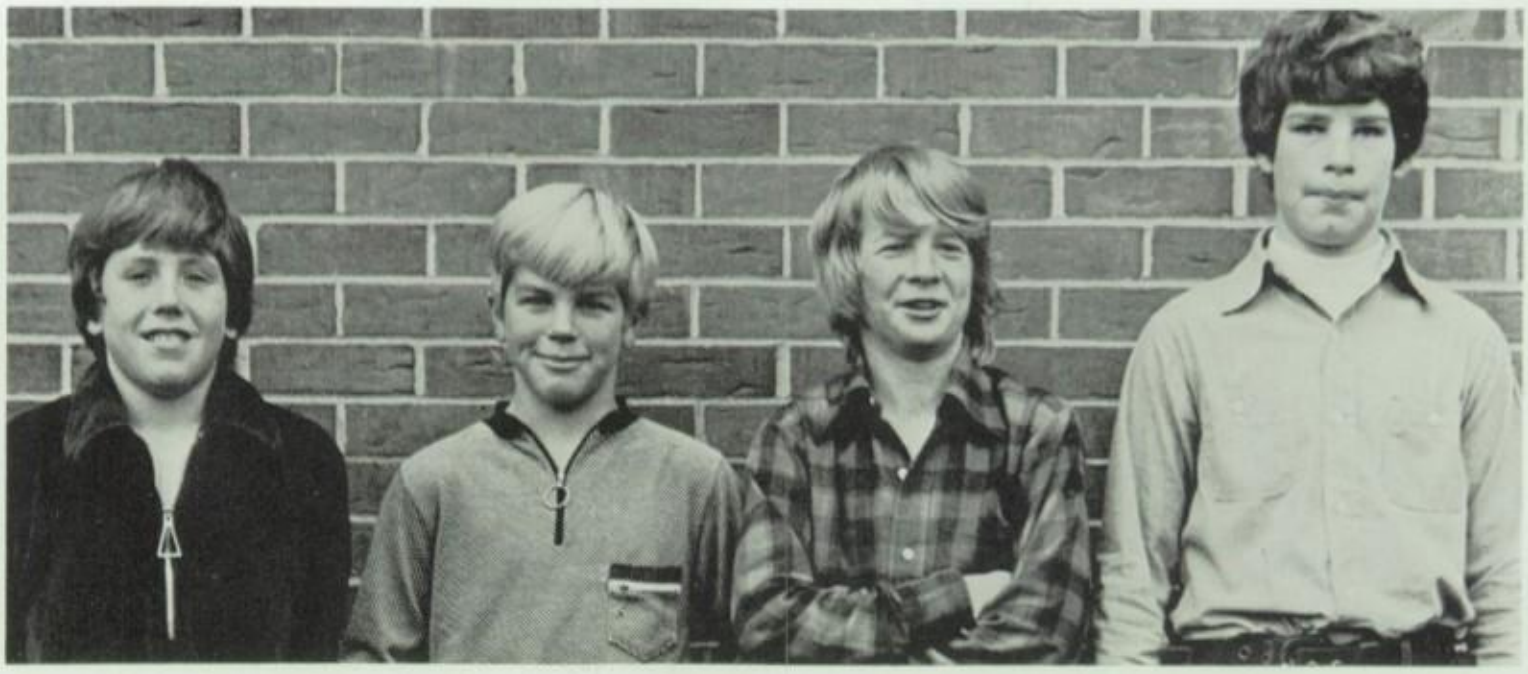
Johnathan Martin 7
Russ Munyan 7
Sean McClanahan 7

Len Jurden 7
Chris Bublitz 7
Erich Hahn 7
Bill Beck 7



John Butcher 7
Frank Young 7
Sid Devins 7
Tom Ingram 7

Sean Egan 7
Greg Bryant 7
Mark Herman 7
Kelley Graham 7

Paul Schliffke 7
Don Spencer 7
Steve Wilkinson 7
Dave Arnold 7

Gary Hassenflu 7
Jim Davidson 7
Paul Murray 7
Peter Stark 7

Jeff Latham 7
Abe Haddad 7
Ben Furnish 7
Jim Quirk 7

Phil Christopher 7
Robb Frazier 7
Chuck Whittaker 7
Donnovan Dunkley 7

John Goodwin 8
John Starr 8
Jim Hendren 8
Steve Vaughn 8

Chuck Holden 8
Eric Brown 8
Mark Faber 8
Mike Tutera 8

Russell Rector 8
Brian Hathhorn 8
Karl Hoerper 8
Mike Cashin 8

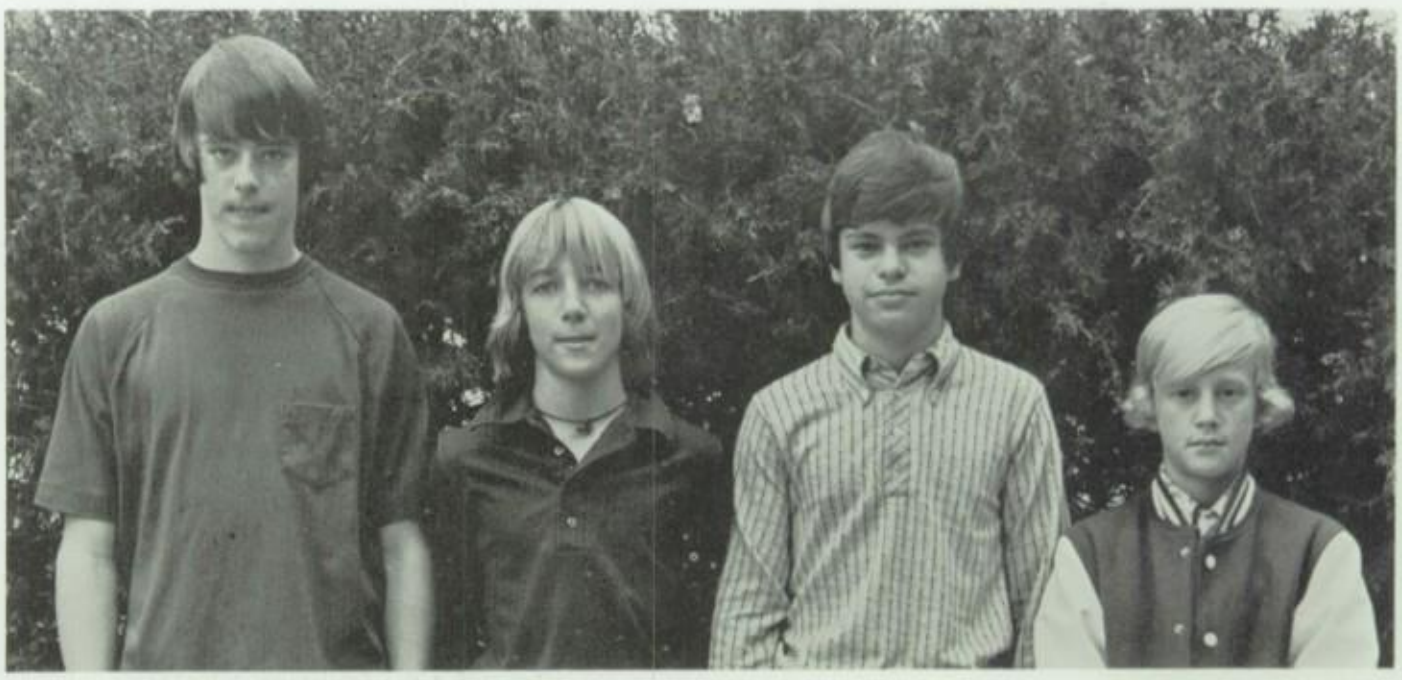
Kevin Sink 8
Tom Wein 8
David Dibble 8
Mike Laddin 8

David Beatty 8
Tom Hunt 8
Richie English 8
Felix Sabates 8

Gary Idelburg 8
Robert Brown 8
Jim Reed 8
Jim Krigel 8

Bryon Shutz 8
Jim Tinsman 8
Richard Beery 8
Jerry Goldstein 8

Win Cady 8
Arnie Eversull 8
Mark Hyde 8
Paul Koontz 8



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Bill Leo 8
Bob Byers 8
Craig Dolman 8

John Lucas 8
Gregg Lombardi 8
Bob Schultheis 8
Brian Blake 8

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Guy Townsend 8
John Heisner 8
Bob Shank 8

Chris Willsey 8
Troy Miller 8
Kurt Mueller 8
John Arbab8

Steve Bradley 9
Ken Fowler 9
Roger Hardy 9
John Fallon 9

Ryan Couchman 9
Jay Keller 9
Allan Eisemann 9
David Watkins 9

Steve Schneider 9
Cal Beck 9
Doug Gambrell 9
Joe Kessinger 9

Chip Burns 9
Jim Nutter 9
Bill Bunting 9
Lance Ross 9

Mike Ruth 9
Rob Klein 9
Graham Gaines 9
Scott Latham 9

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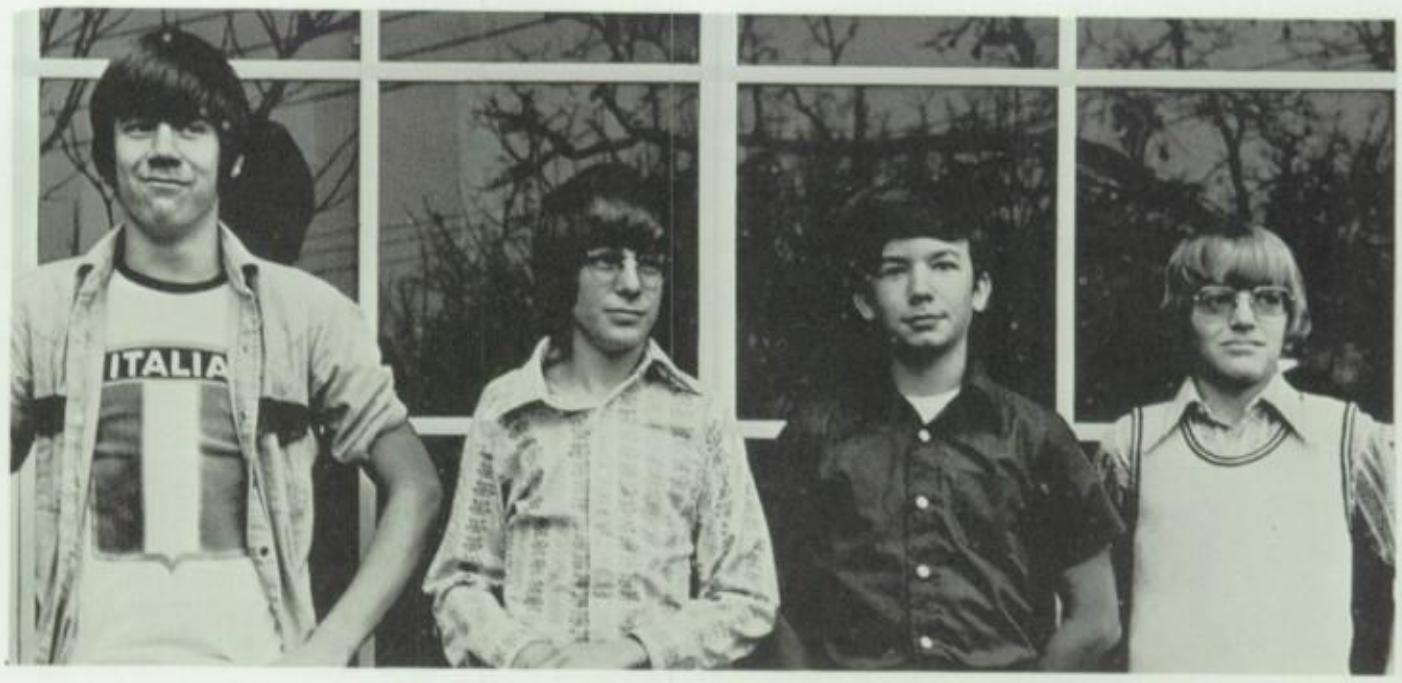
Bruce Palmer 9
Doug Parks 9
Scott Young 9



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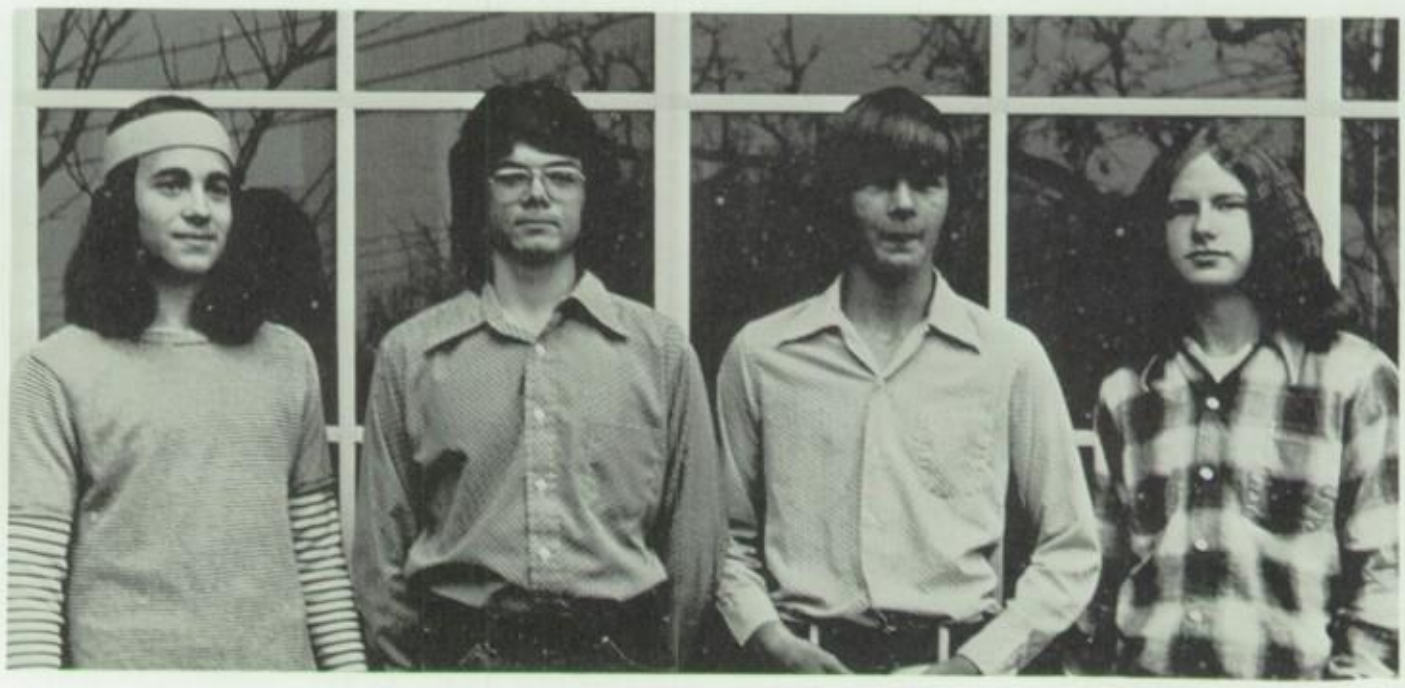
Jim Trickett 9
John Ingram 9
Pat Jones 9



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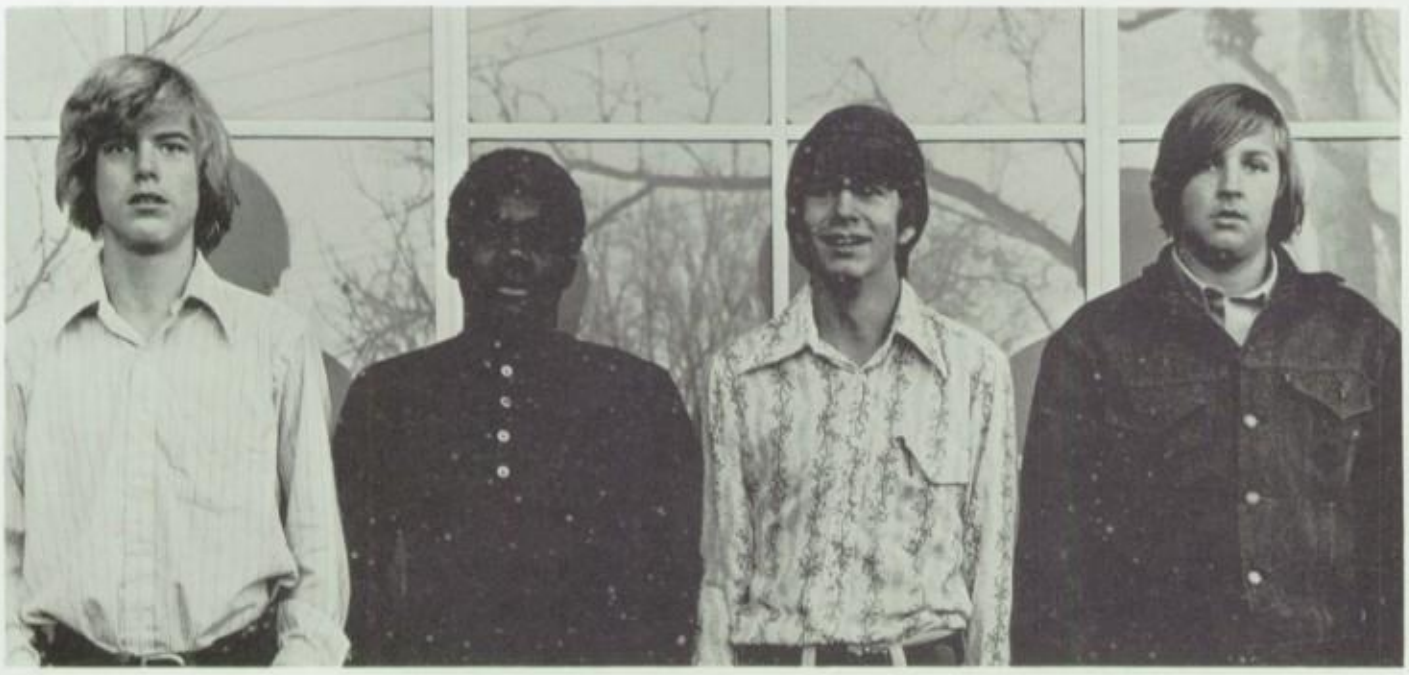
Cliff Graham 9
Rob Ingraham 9
David O'Hara 9

Todd Sutherland 9
Kevan Gibbs 9
Chuck Blake 9
Rob Stroud 9

Curt Matthes 9
Mike Robinson 9
Sandy Lambert 9
Brian Rivette 9



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Daryl Warder 9
Chris Sherman 9
Peter Berry 9

Alan Friedman 9
Kent Martin 9
Bryon Motley 9

Peter Breitenbaugh 9
Mike Rolfe 9
John Nesselrode 9

Perry Sutherland 9
Doug Seiden 9
Critch Greaves 9

Eric Martin 9
James Piedimonte 9
Adam Smith 9

David Fasenmyer 9
Skip Nelson 9
Jay Donohue 9

John Weltmer 10
Tim Quinlan 10
Bill Hughes 10
Jeff Beatty 10

Doug Jones 10
George Halper 10
Bill Ridge 10
Carr Kline 10

Jeff Jackson 10
Jeff Wurster 10
Mitch Mueller 10

Bill Edwards 10
Dick Sandifer 10
Greg Lindstrom 10
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Bill Batliner 10

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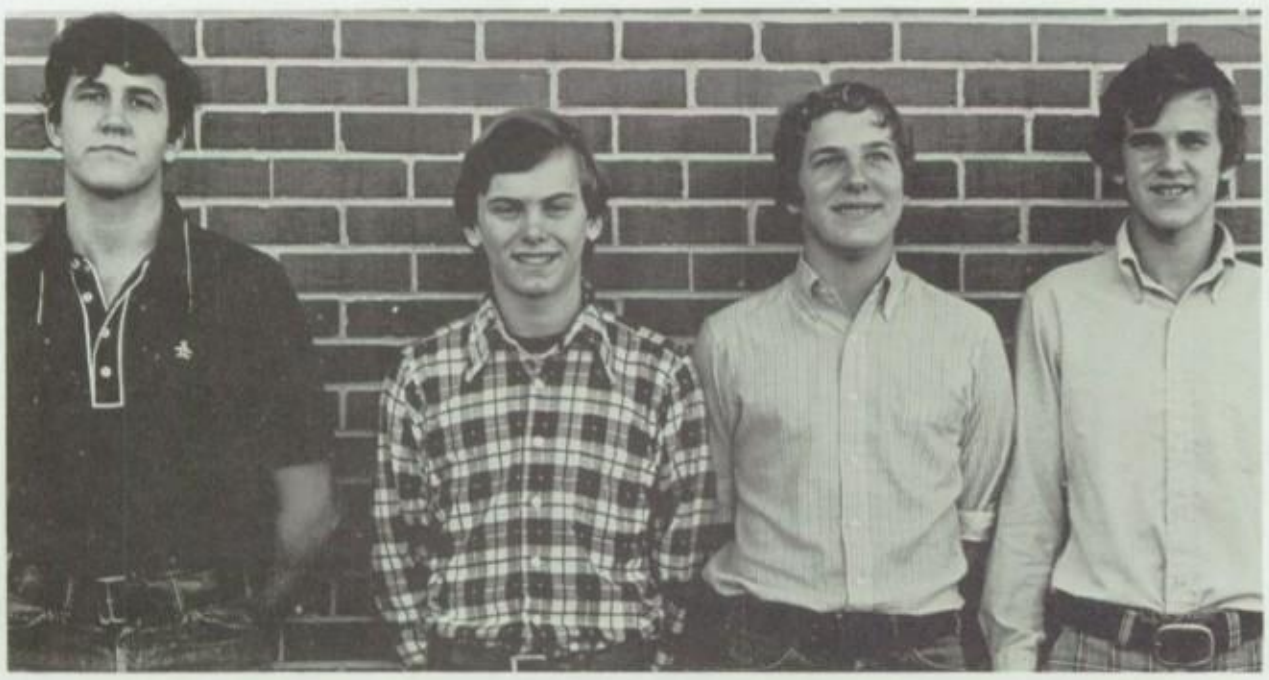
John Deweese 10
Karl Bricker 10



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Eddie Ryan 10
John Sheldon 10
Butch Hataway 10

Mike Scalet 10
Rob Greene 10
Phil Rix 10
Rob Moore 10

Mike Shopmaker 10
Andy Lona 10
Cliff Rope 10
not pictured:
Conn O'Rourke 10

Mike King 10
Jamie Haden 10
Jeff Bublitz 10
Earl Brosnahan 10

Charles Ball 10
Stephen Kraft 10
Jeff Hahn 10
Morgan Olander 10

Brian Folk 10
Alan Atha 10
Fred Goodwin 10
not pictured:
Robert Muth

Marty Monsees 10
Harris Miller 10
Reg Bulkley 10
John Quinn 10

Mike Strozier 11
Phil Brockington 10
Sere Myers 10
Mike Peterson 11

Jim Kaplan 11
Keith Averill 11
Jim McCarten 11
not pictured:
Bruce Wasserstrom 11

Tim Sutton 11
Chuck Finkle 11
Scott Nelson 11
Clint Greenbaum 11

John Young 11
Roy Crooks 11
Bill Ashley 11
Cris Lombardi 11

John Edwards 11
Mark Eisemann 11
Mark Piedimonte 11
Steve Hughes 11

Tom O'Hara 11
Dave McGuire II
Matt Dennis 11
John Leifer 11

Tom Cohen 11
Ralph Munyan 11
Mike Hoffman 11
Lou Gresham 11

Bruce Nicol 11
Ron Huffman 11
Conrad Miller 11
Larry Bates 11

John Fenley 11
Dave Clinton 11
Tom Hatfield 11
Dave Zimmer 11

Dima Smirnoff 11
Jeff Stacey 11
Marc Vogel 11
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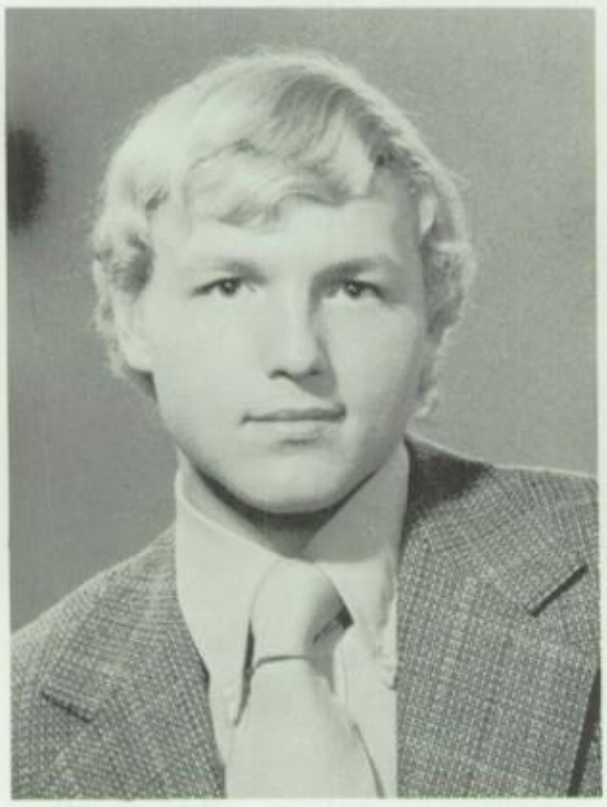
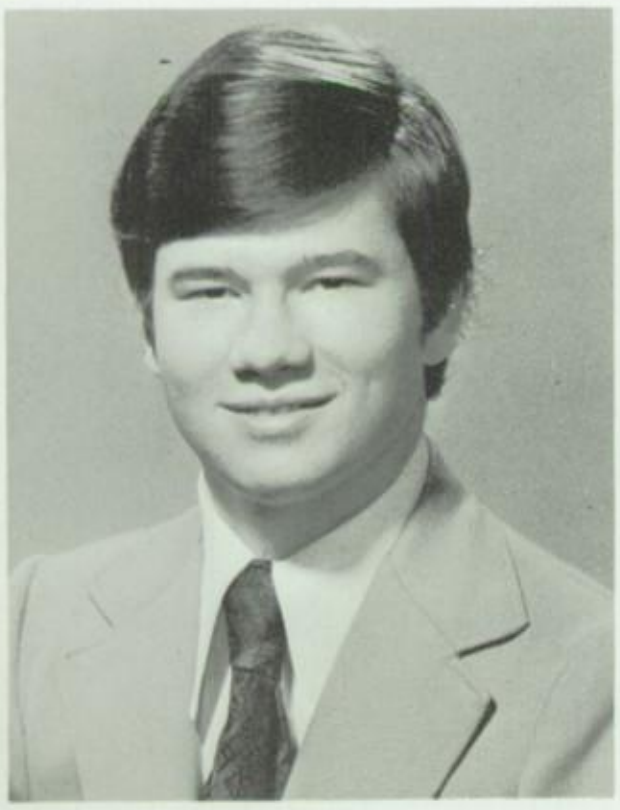
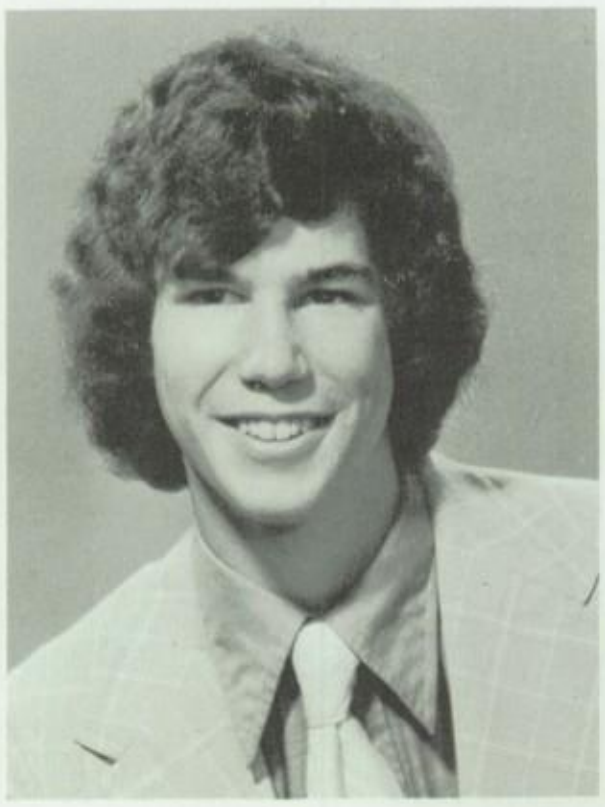
James Patrick Allain
Don Atha

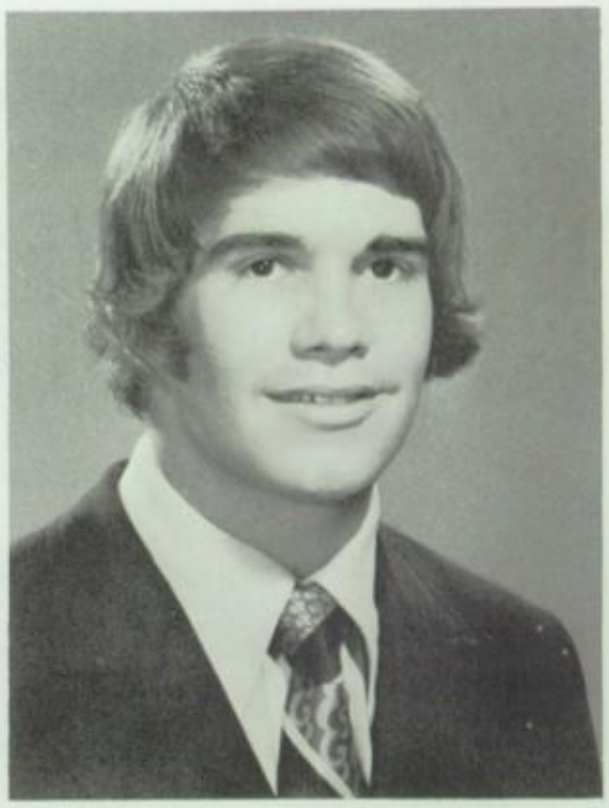


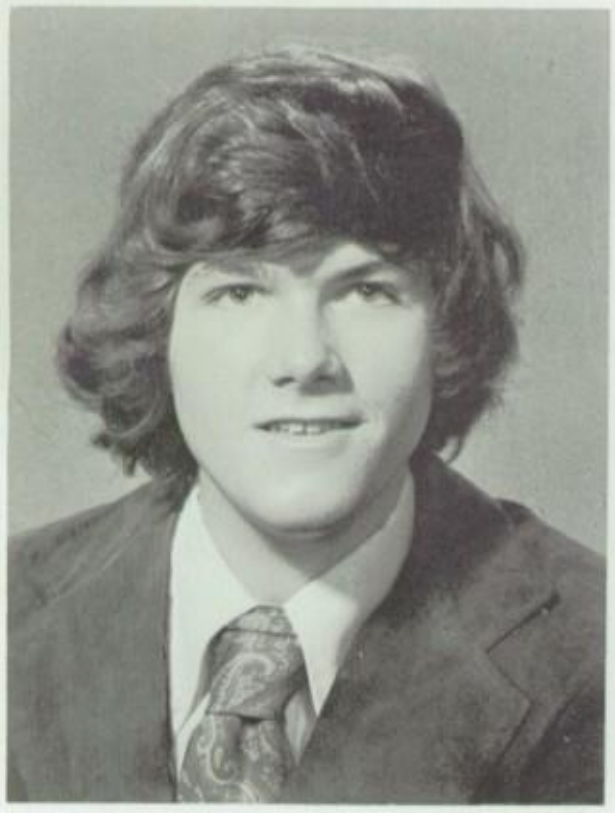
James Hall Barickman, Jr.

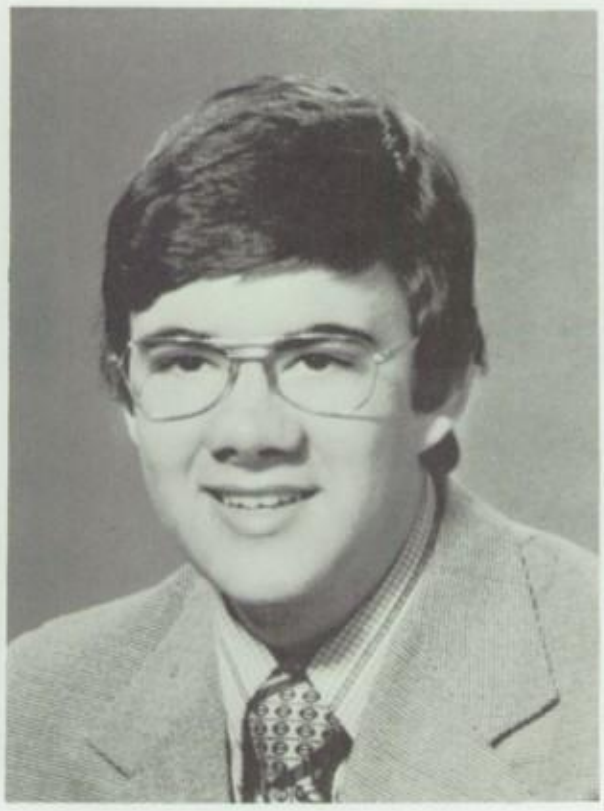
Joe Alexander Beatty
John Biggar
Mark Edwin Bolton



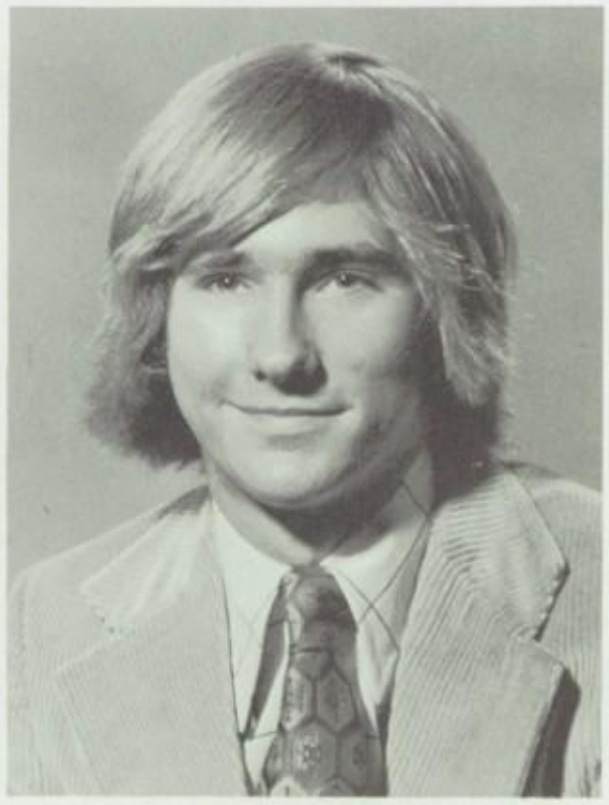






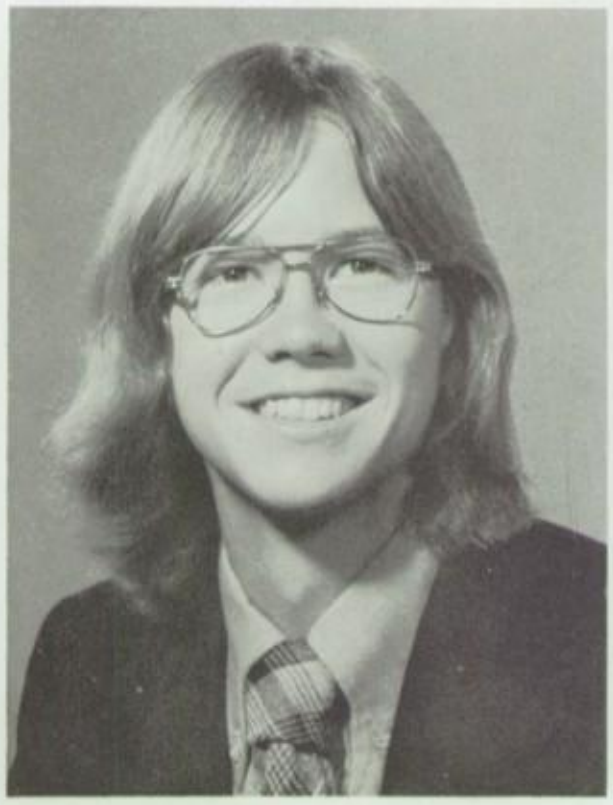


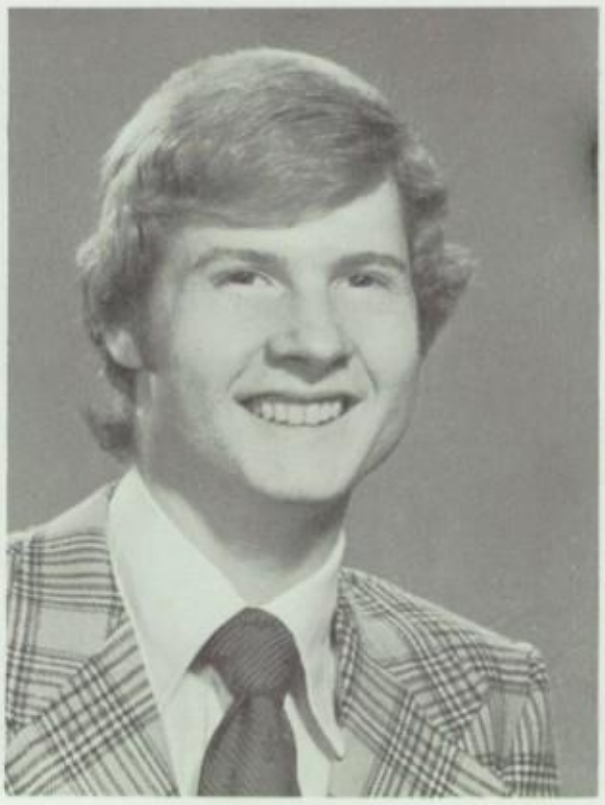
William Connett Boteler II
Joseph A. Butler IV

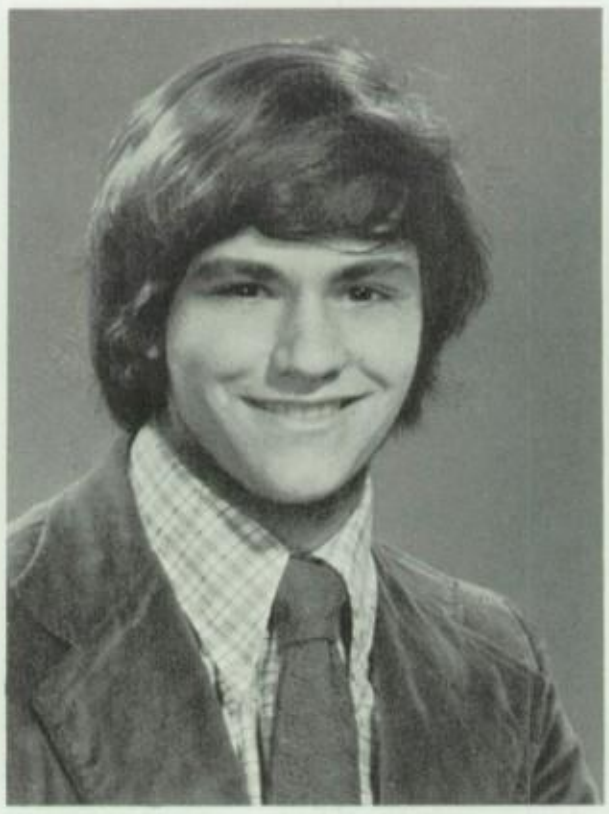


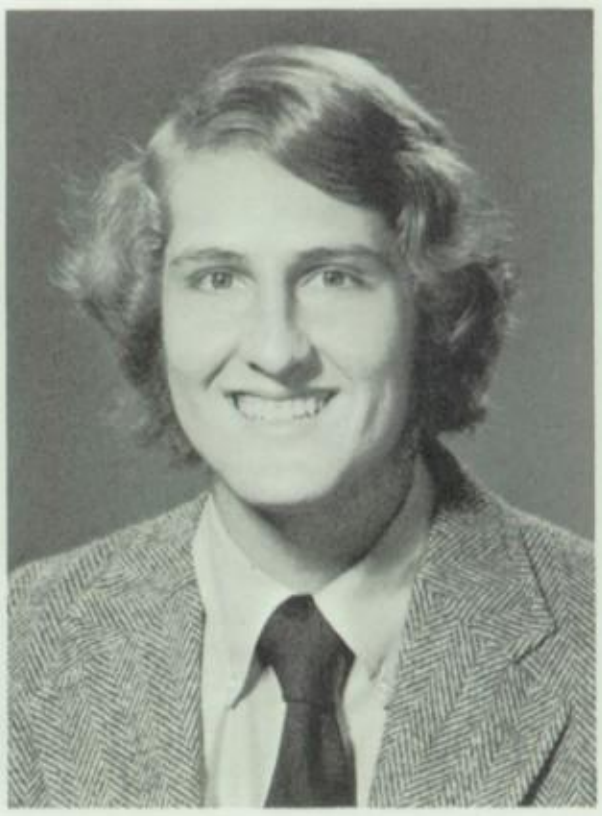
Joe Casper

Brian Keith Crockett
Mark Joseph Dehner
Walter Reich Dietrich









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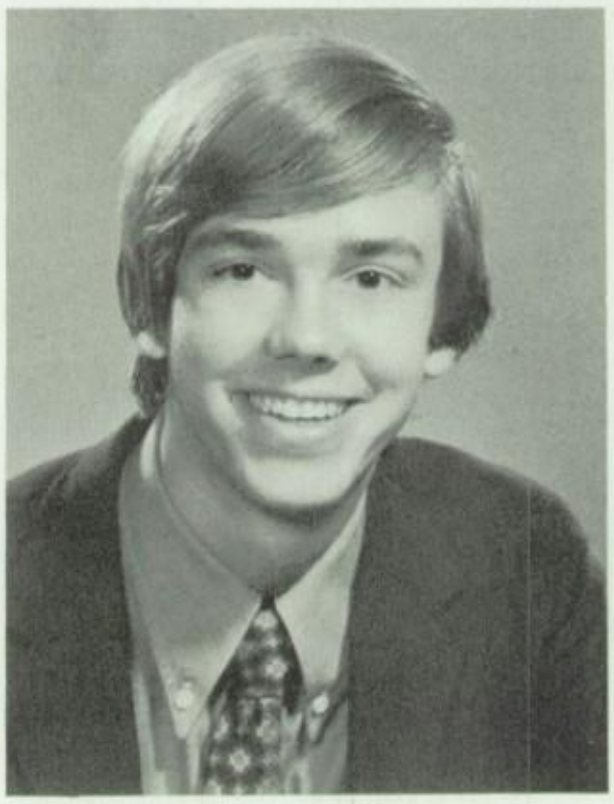
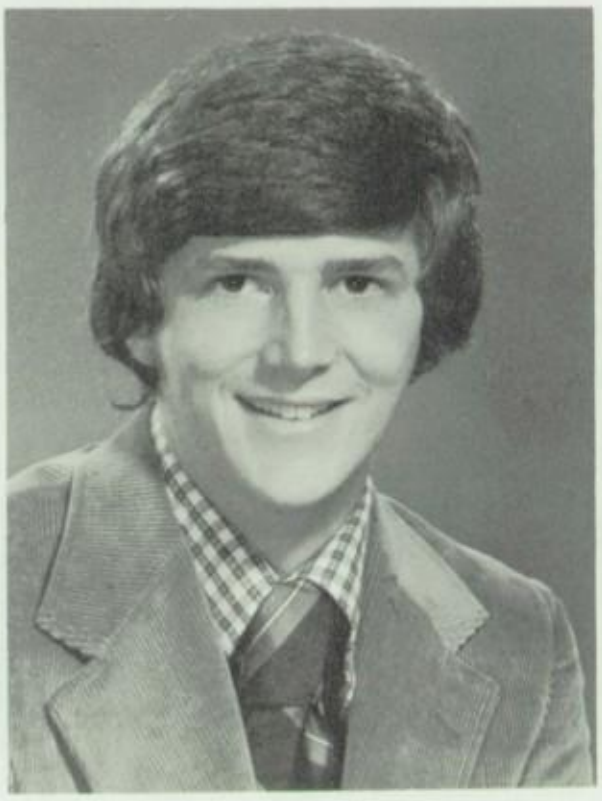
James Alan Flappan
Ted H. Greene, Jr.





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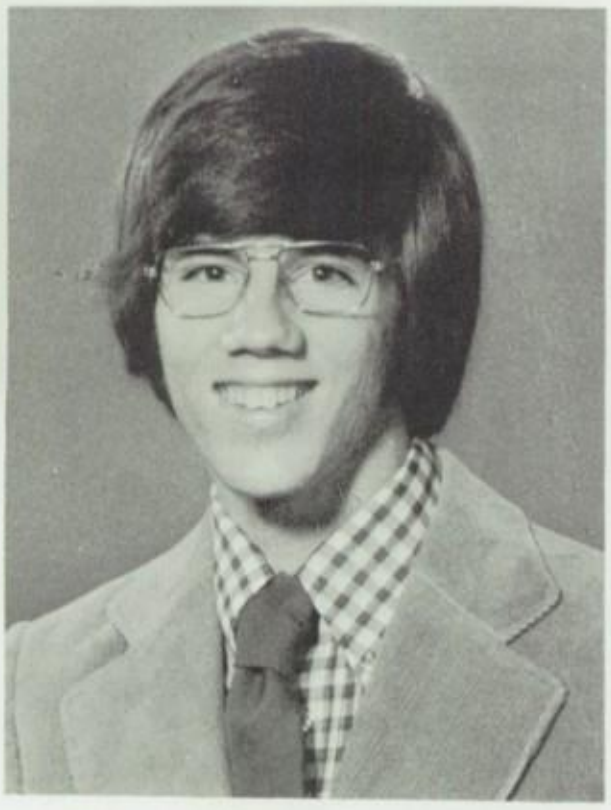
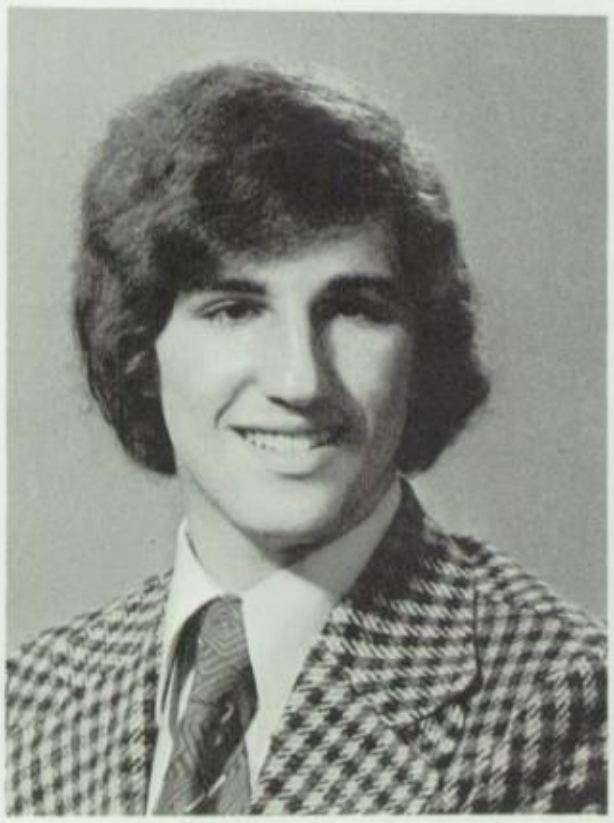
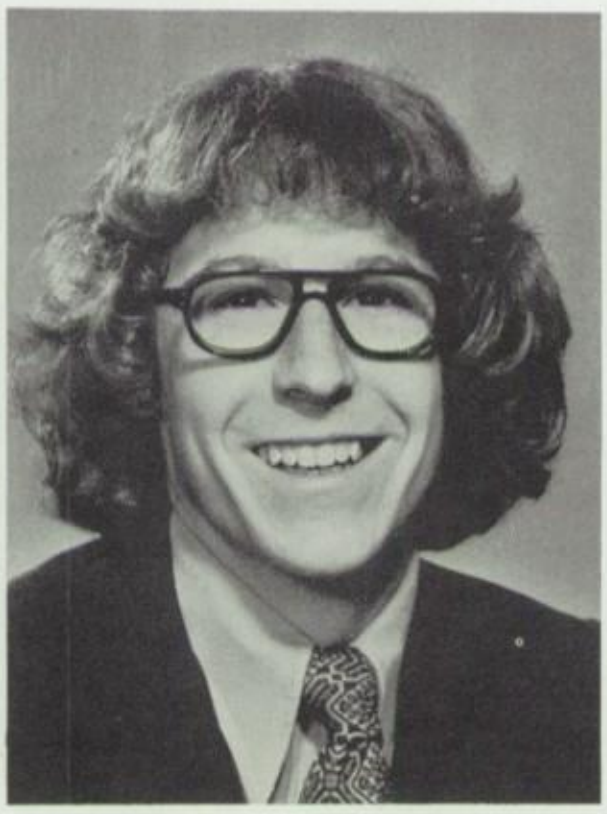
Richard Watson Harmon

Bill Hornbeck



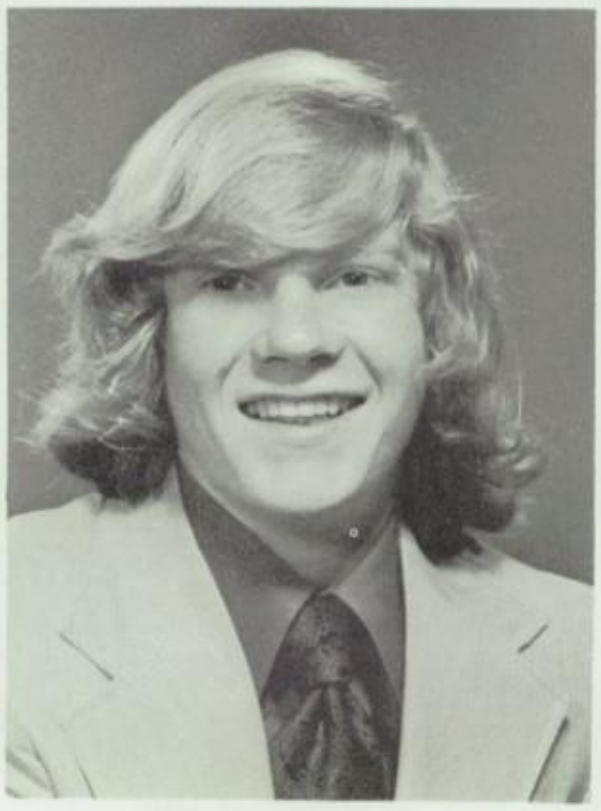
William I. Hornbuckle III

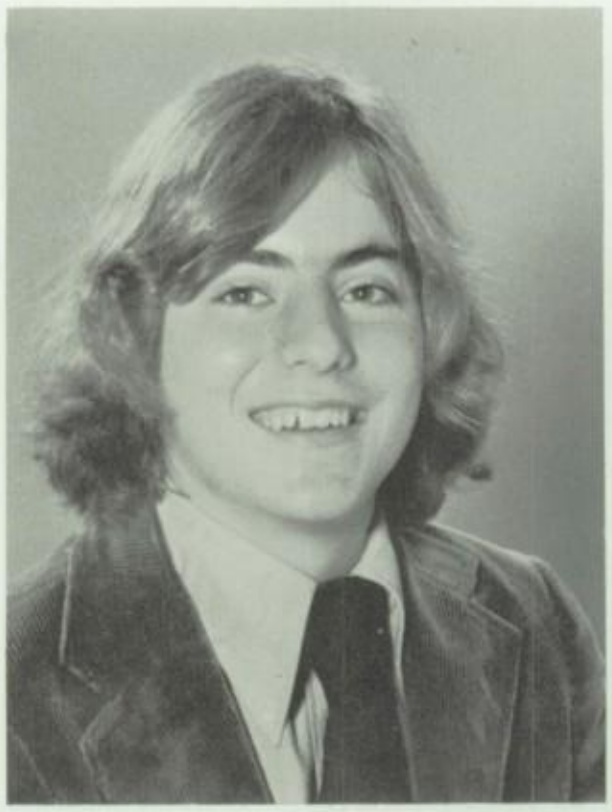


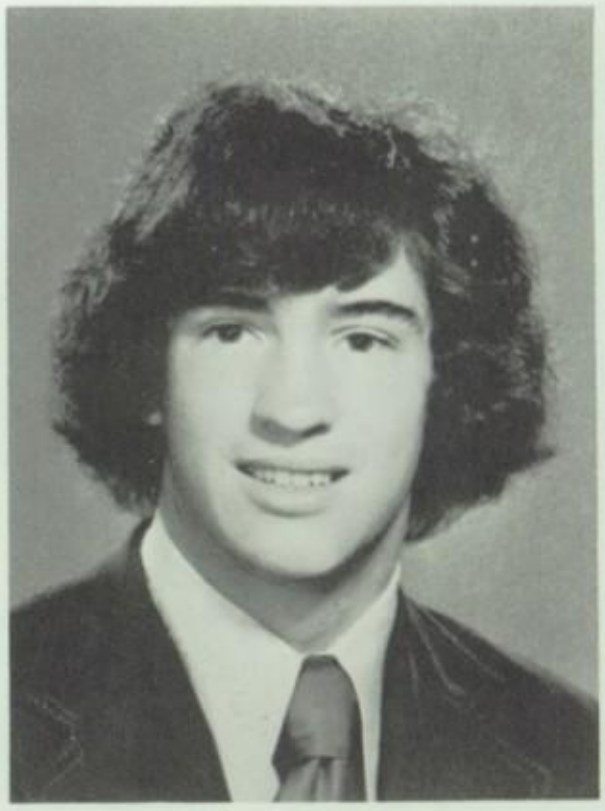


Bernard John Hurwitz
Blair Edward Johnson

Joel M. Joslin
Theodore George Kahn
Gilbert Jackson Keller







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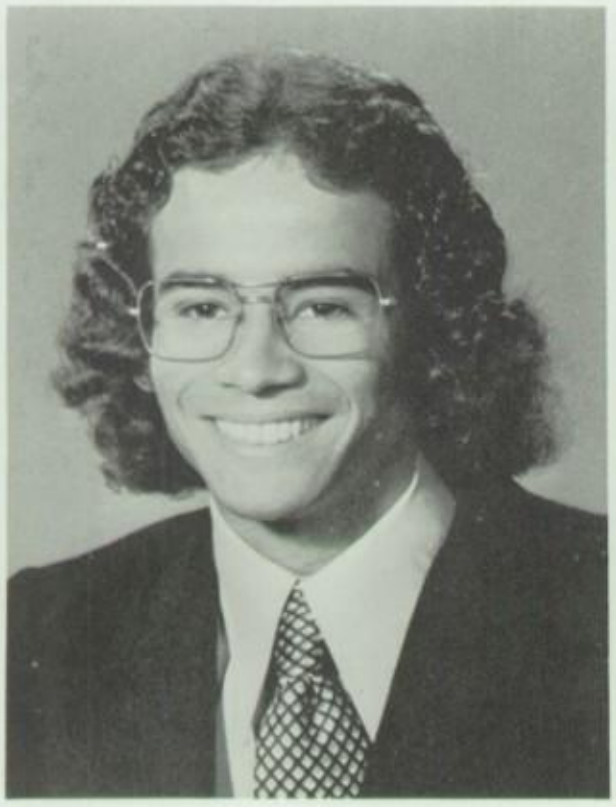
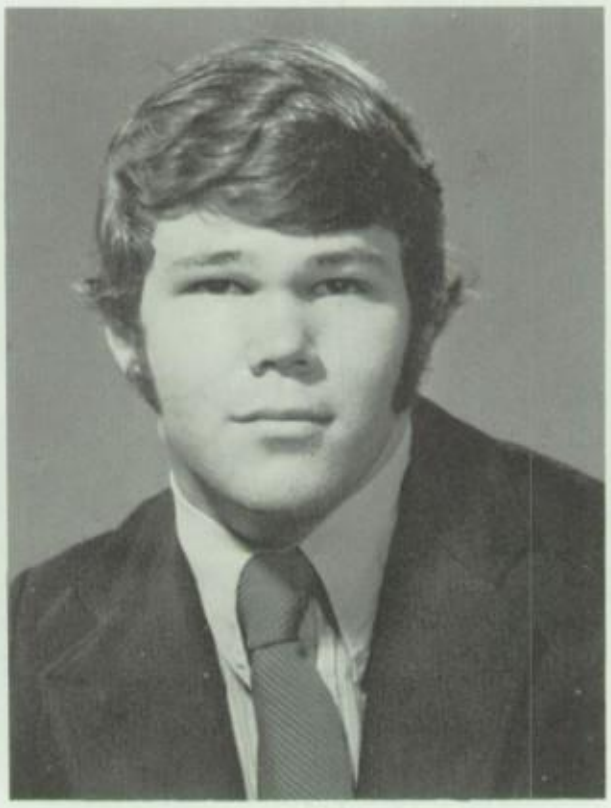
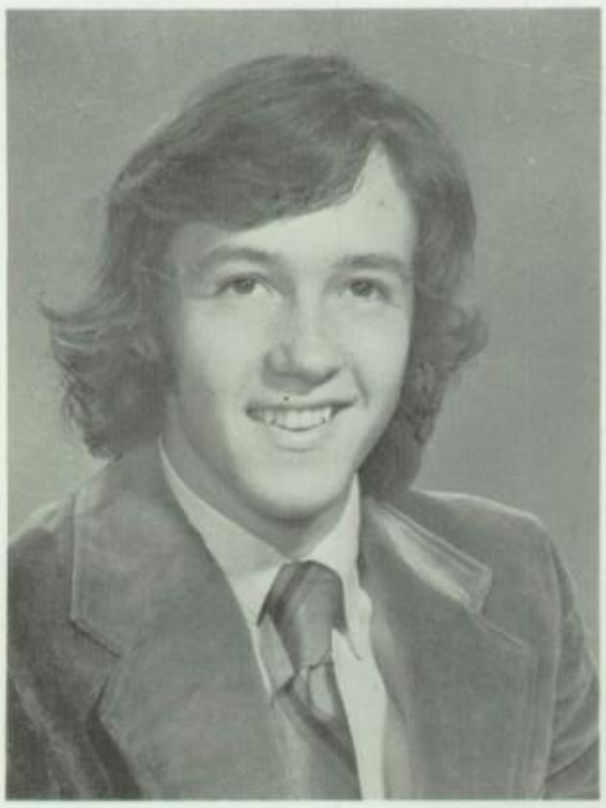
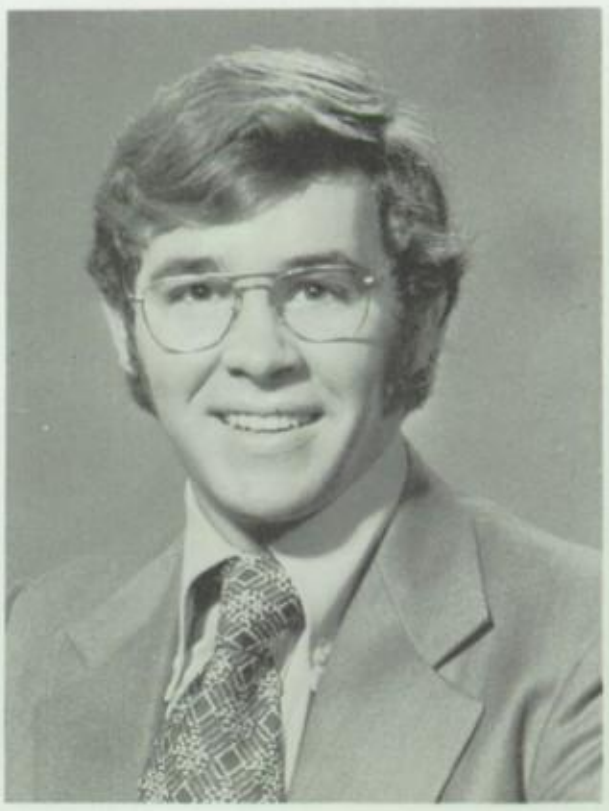
Ralph Emerson Lewis II



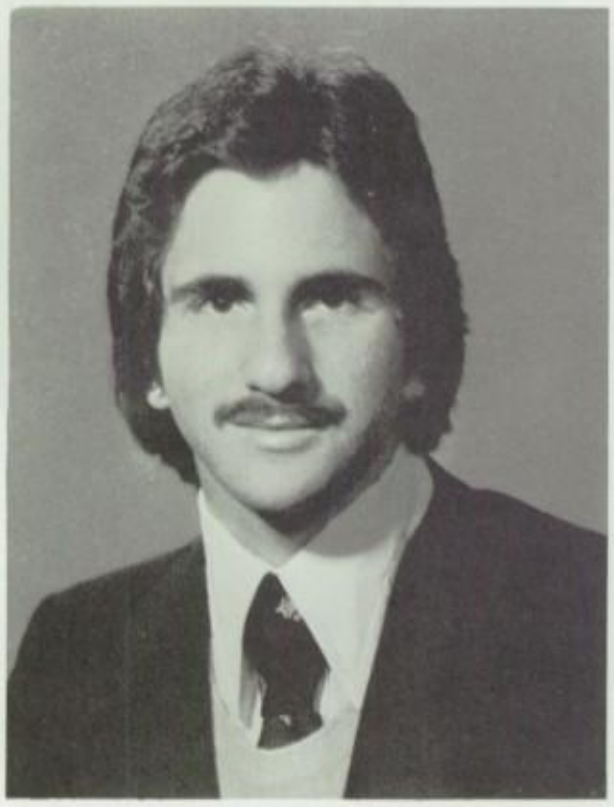


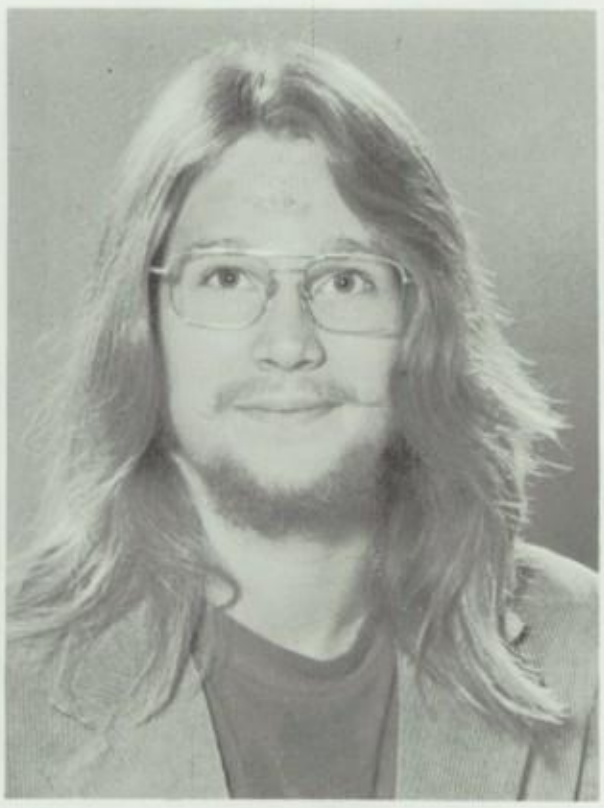
Elson Lima
Mikel A. Ludwikowski



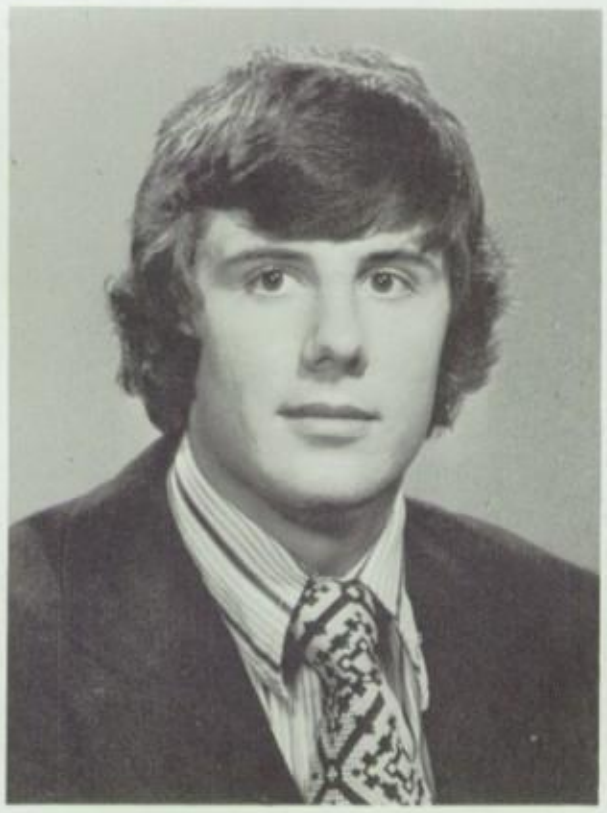


Edwin Emory MacLaughlin
James Greenwood Mitchell MacLaughlin

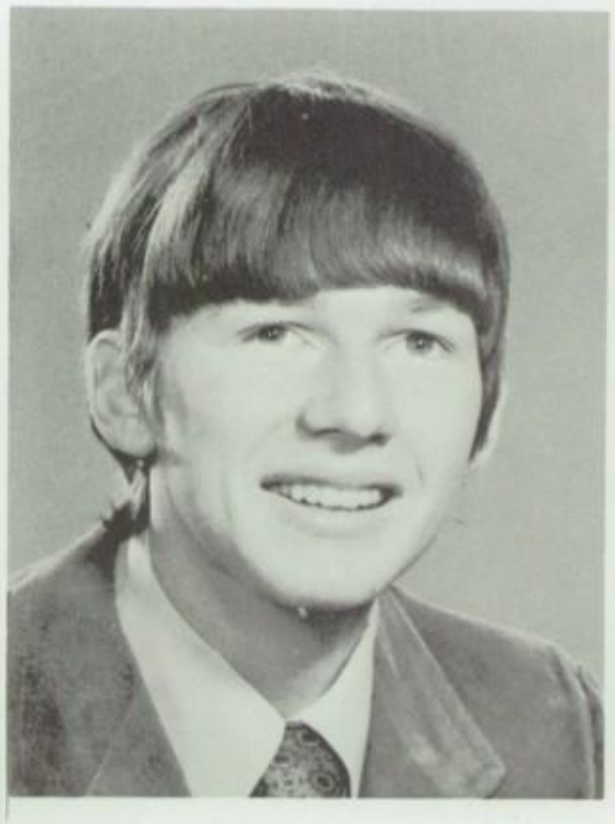


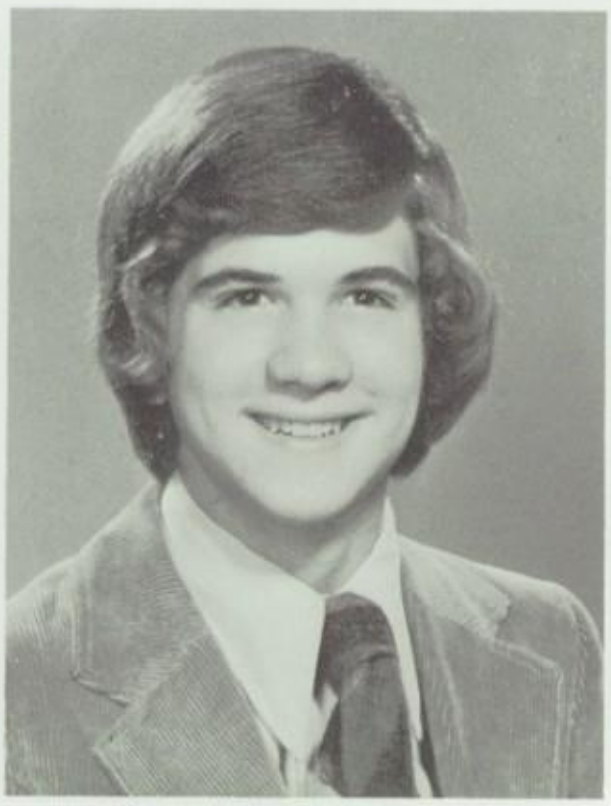


Terry Mark Magady
Larry Martin

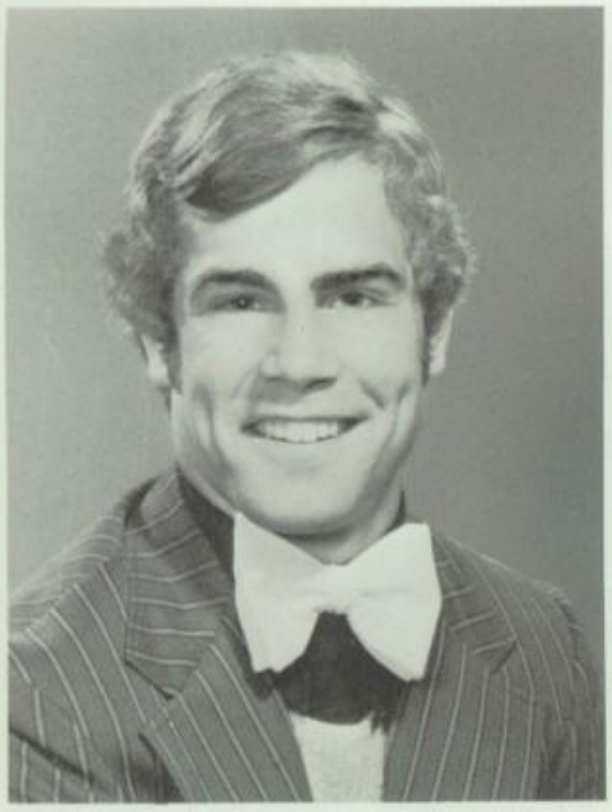


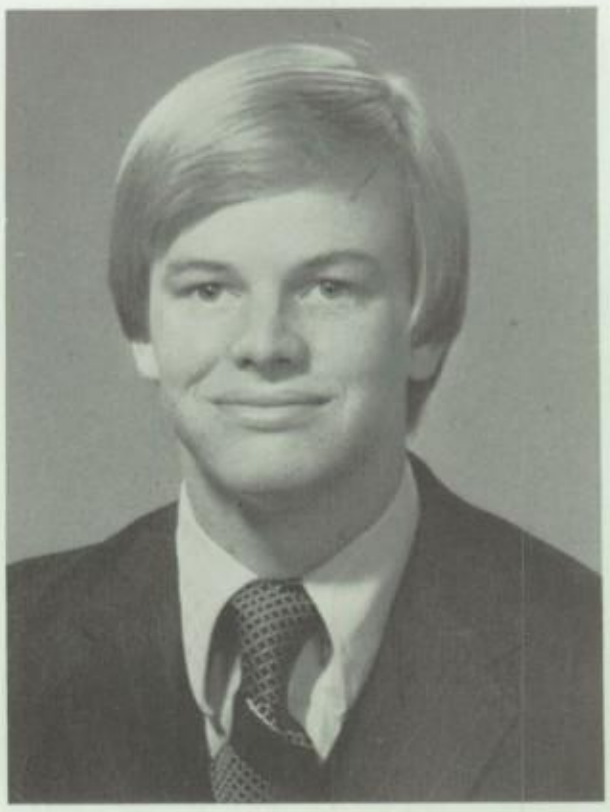
John H. Moffit, Jr.
Matthew Clayton Mrkonic

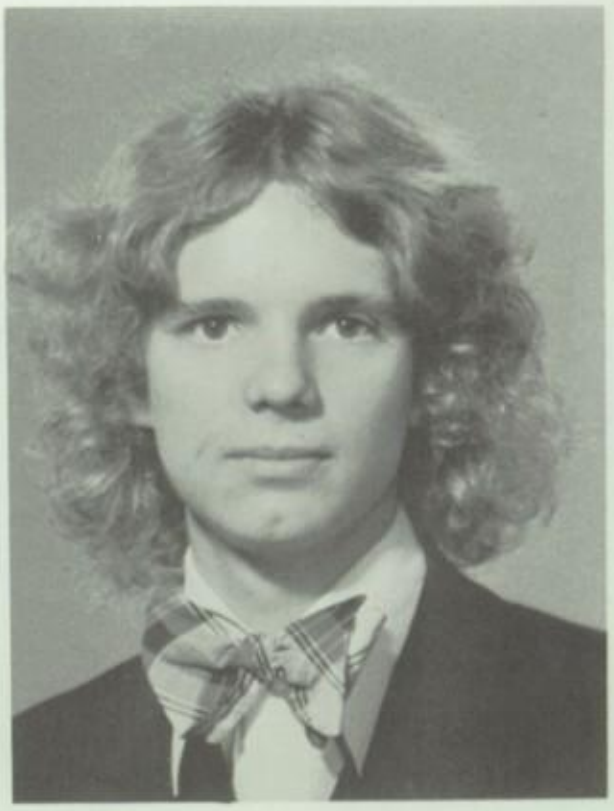




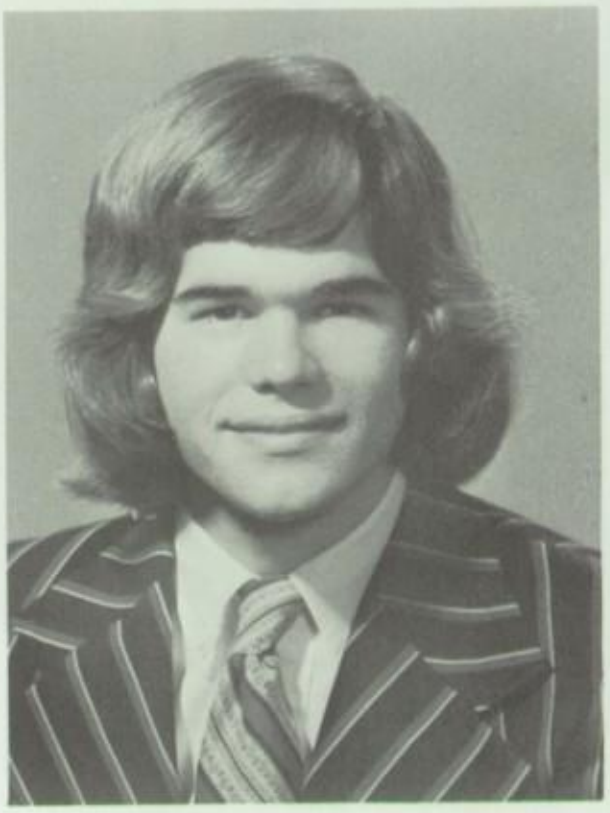
Randy Norman
Randolph Oliver



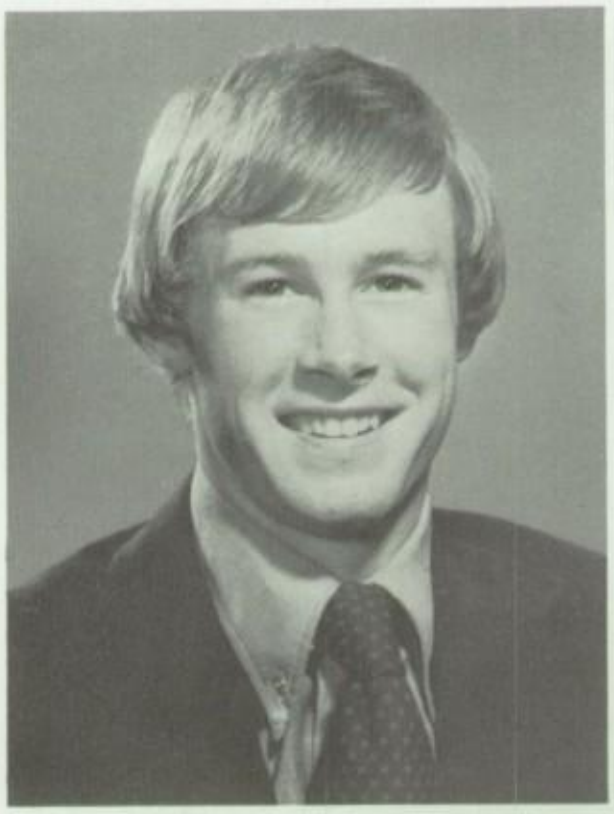


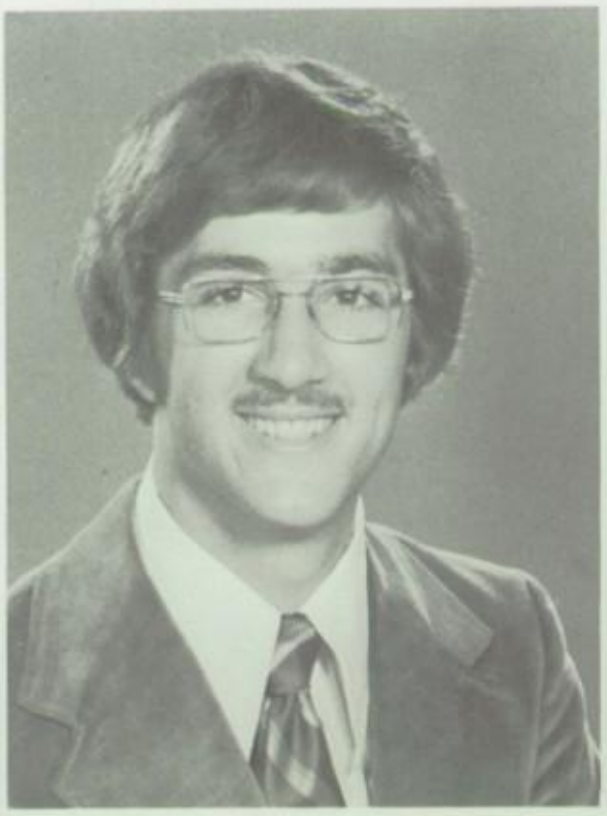


Donald Greg Petrie
Peter Elles Powell
J.M. Rees

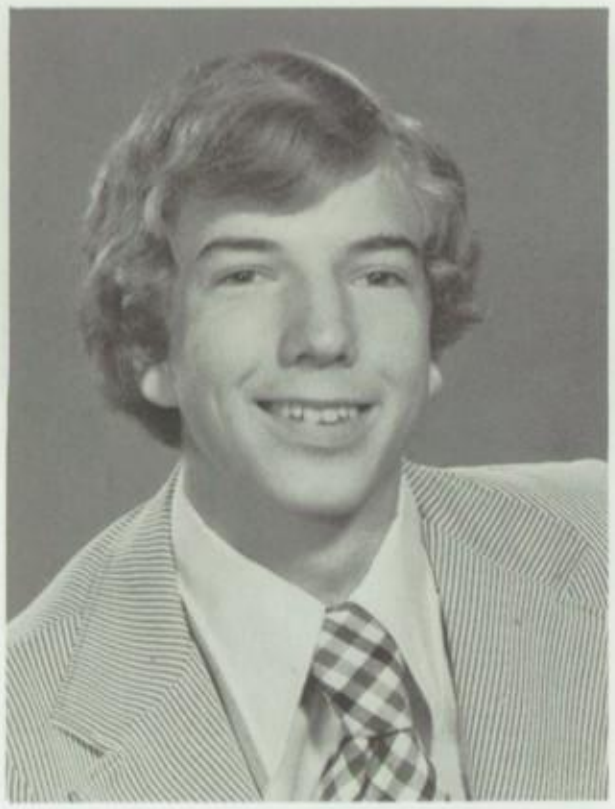


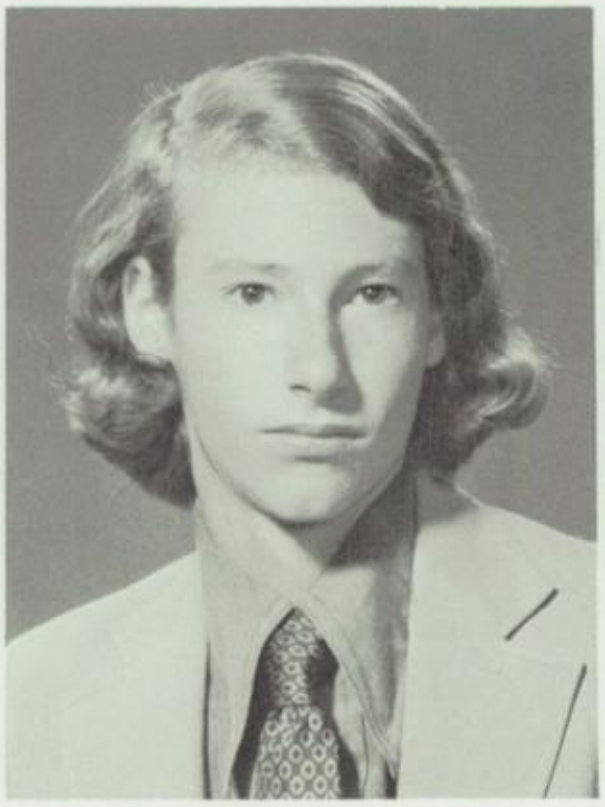
Bill Reid

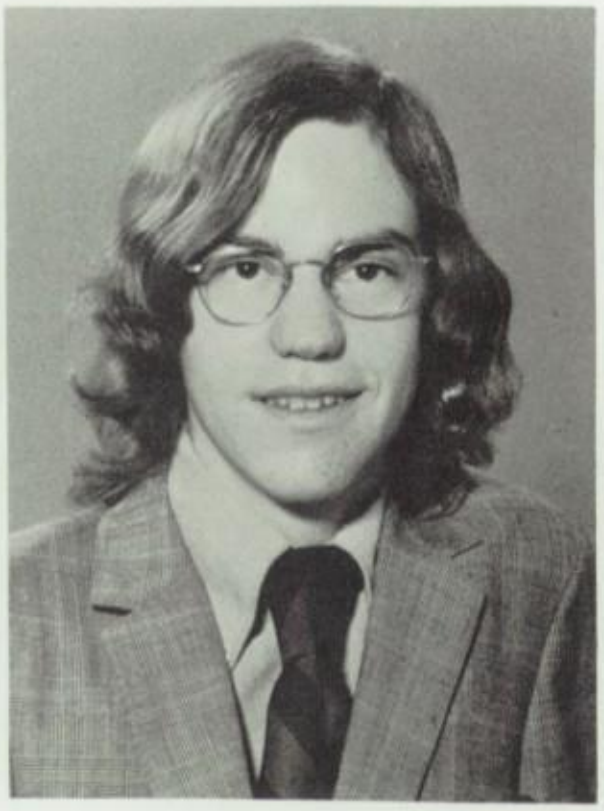


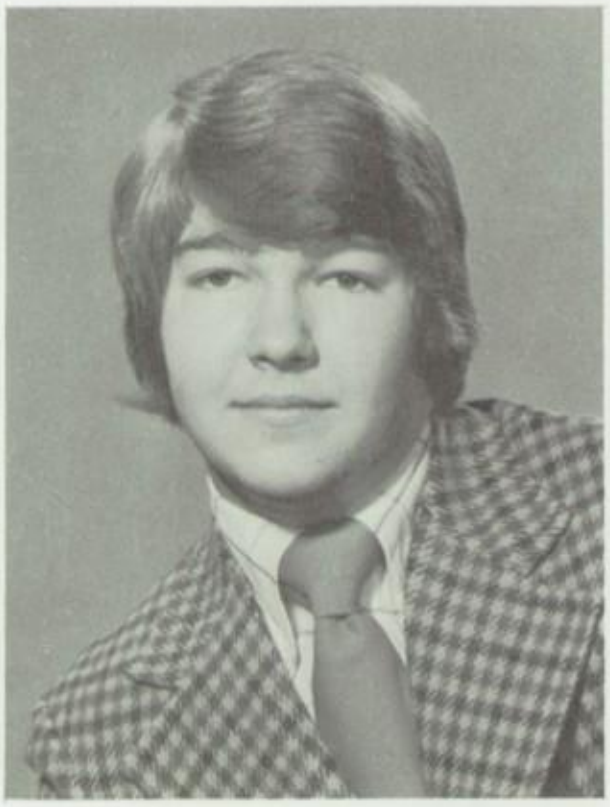


Matthew Robinson
Kevin G. Rivette



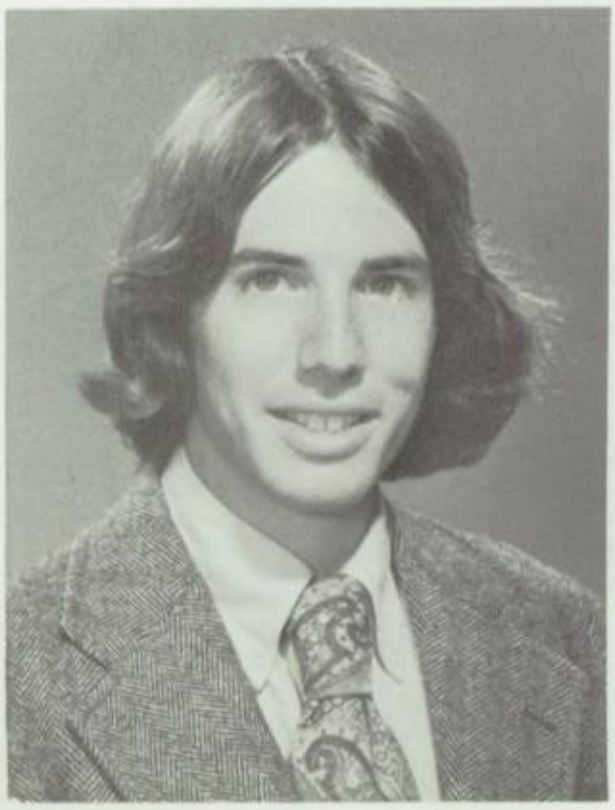


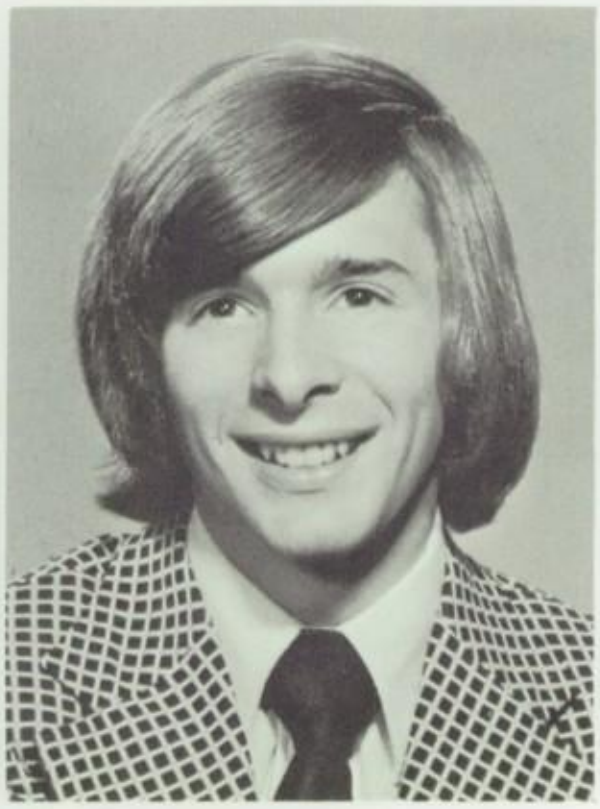




Christopher H. Schupp
Robert M. Schultz
Kell Robinson

James Michael Shaffer





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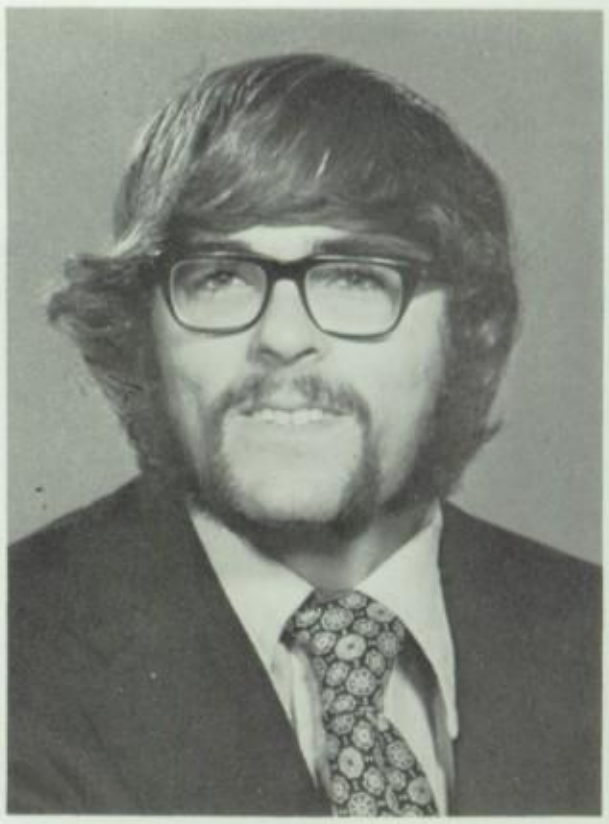
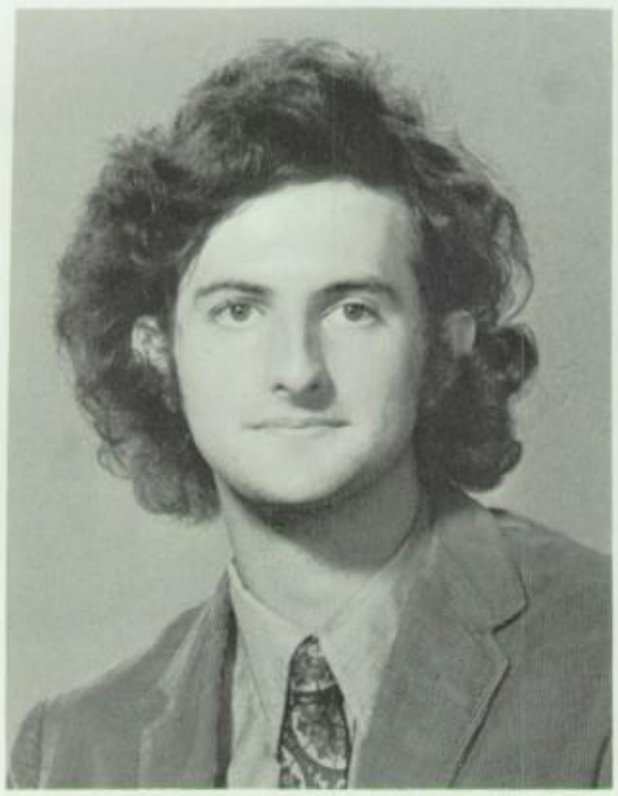
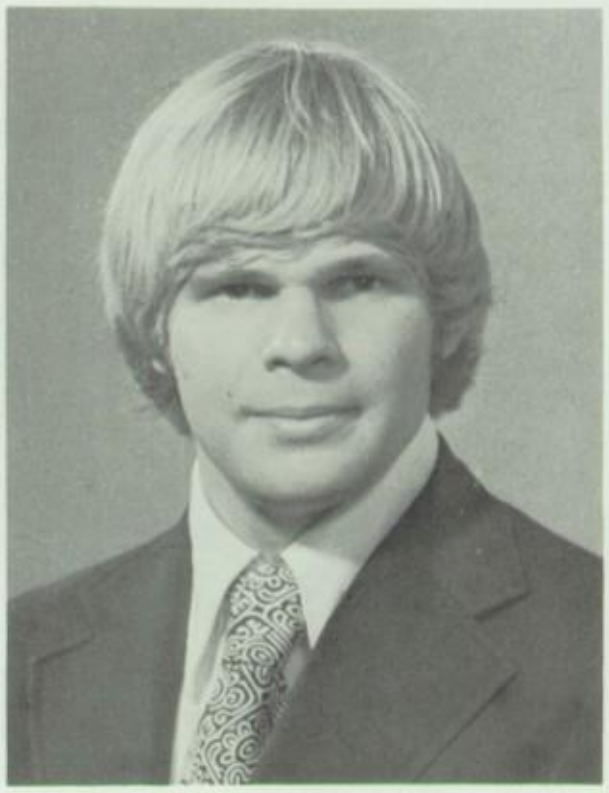
Stephen Lear Stoops

Kenneth E. Tobin



Nick Tourtellot
Chris Watson





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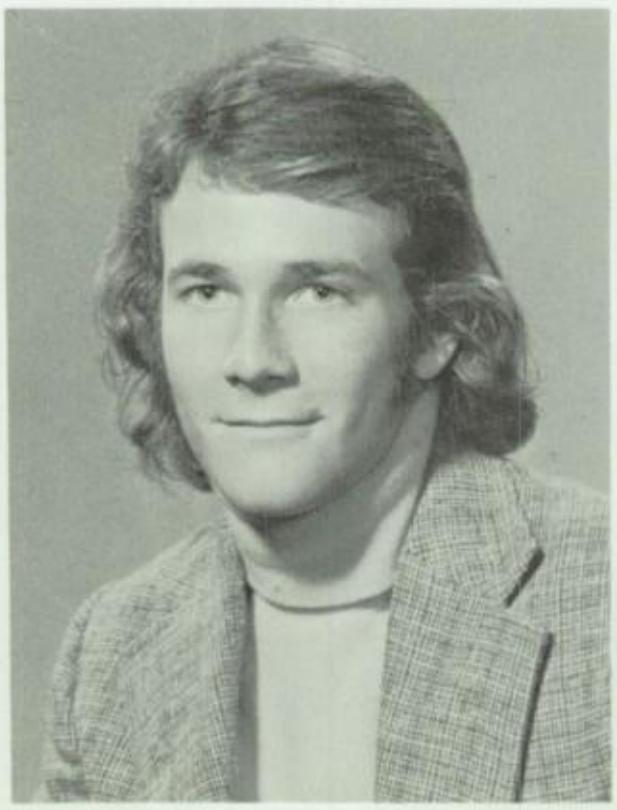
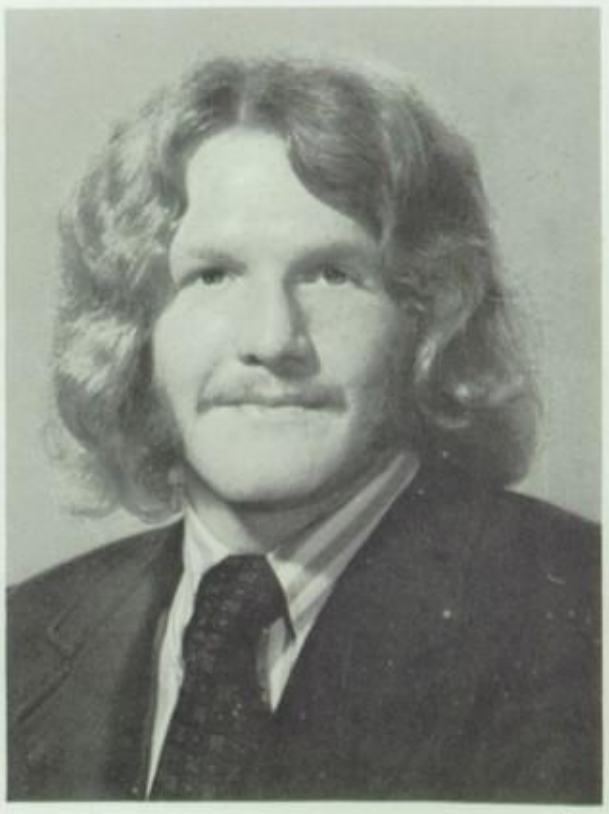
Richard Ernst Wiles III
Tom Willoughby





Senior

Summaries

JAMES PATRICK ALLAIN 6
Operetta Stage Crew 2,3; Senate 3; Basketball 1; Football 2; Track 2,3,4, Captain 4; Cross Country 3,4, Most Inspirational Award 4; Soccer 3,4, Letterman's Club 2,3, 4, Secretary-Treasurer 4; Faculty Award 1.

DON ATHA 13
Football 1,2,3,4, All Conference Honorable Mention 2,3, First Team 4; Basketball 1,2, 4; Hilltop 3,4; Key Club 2,3,4; Letterman's Club 2,3,4.

JAMES HALL BARICKMAN. JR. 6
Hilltop 2,3,4, Senate 2,3,4; American Field Service 4; Glee Club 1,2,3,4; Middle Schooler 1; Football 1,2,3,4; Soccer 1,2,3,4; Golf 2; Princeton Book Award 2.

JOE ALEXANDER BEATTY 6
Hilltop 3,4, Associate Editor 4; Glee Club 3,4; Lower School Tutoring 3,4; Environmental Art Committee 4; Soccer 3,4; Soccer 3,4; Football 2,3; History Cup 1.

JOHN BIGGAR 6
Hilltop 2,3,4; United Campaign 3,4; Red Cross 4; Raider 4; Scholar 3; Middle Schooler 1; Environmental Art Committee 4.

MARK EDWIN BOLTON 4
Football 2,3,4, Captain 4, All Conference Honorable Mention 3, First Team 4; Track 3,4; Basketball 1; Letterman's Club 3,4; Key Club 3,4; Science Club 4.

WILLIAM CONNETT BOTELER II 6
Glee Club 1,2,3,4; Singers 4; Drama 2,3,4; Track 3; Headmaster's Achievement Award 3.

JOSEPH A. BUTLER IV
Operetta Stage Crew 3,4; Senate 1; Key Club 4; Football 1; Baseball Manager 1.

JOE CASPER 13
United Campaign 3,4; Red Cross 3,4; Environmental Art Committee 3,4; American Field Service 4; Print Shop 1,2,3; Golf 1,2,3,4; Letterman's Club 2,3,4.

BRIAN KEITH CROCKETT 13
Hilltop 1,2,3,4, Assistant Editor 3, Coeditor-in-chief 4; Glee Club 3,4; Madrigals 4; Raider 2,3,4; Senate 2,4; Class Officer 1,4; Soccer 1,2,3,4.

MARK JOSEPH DEHNER 7
Hilltop Circulation Manager 4; Soccer 1,2, 3; Letterman's Club 2,3.

WALTER REICH DIETRICH 6
Raider Business Manager 4; Hilltop 2,3,4; Glee Club 2,3,4, Librarian 2, Historian 4, Advertising Manager 4; Singers 2,3,4; Madrigals 3,4, Librarian 3,4; Operetta Lead 3,4; Senate 2,4, Executive Committee 4; National Merit Finalist 4; Cun Laude 3; Freshman Cup 1; Harvard Book Award 3: Mathematics Cup 1; Music Cup 1; William H. Wambold French Cup 1; American Field Service 2,3,4.

JOEL MAIER EISEMANN 9
Football 1,2,3,4; Golf 1,2,3,4; Soccer 1; Wrestling 4; Letterman's Club 3,4; National Merit Letter of Commendation 4; Discipline Committee 4; Hilltop 2,3; Health Club 2,3; Middle School Tutoring 3.

JAMES ALAN FLAPPAN 13
Football 1,2,3,4, All Conference First Team 4, Captain 4; Soccer 1; Letterman's Club 2,3,4; Key Club 3,4; President 4; Hilltop 3; Health Club 1,2,3.

TED H. GREEN. JR.
Basketball 1,2,3,4, Captain 4, All Metro Honorable Mention 3, All District Second Team 3; Key Club 2,3,4, Vice-President 4; Letterman's Club 2,3,4; Football Manager 1; Track 1,2; Class Officer 1; Lower School Phys. Ed. Assistance 4; ITV 4; Sloan Art Trophy 3.

DONALD JOYCE HALL, JR. 13
Raider 2,3,4, Photography Editor 3, Associate Editor 4; Hilltop 3,4; Headmaster's Achievement Award 1: Helzburg Brothers Trophy 3; American Field Service 3,4.

RICHARD WATSON HARMAN 2
Basketball 3,4; Letterman's Club 3,4.

BILL HORNBECK 8
Football 1,2,3,4, All Conference First Team 4; Soccer 1,2,3,4, Captain 4, Metro League Second Team 3, Most Valuabel Player 3; Track 1,2,3; Letterman's Club 2,3,4, Vice-President 4; Glee Club 2,3,4, Librarian 3, Secretary 4; Singers 3; Chan Noah Award 4.

WILLIAM I. HORNBUCKLE III 6
Basketball 1,2,3; Football 1,2,3; Cross Country 3; Track 1,2,3,4; Letterman's Club 2,3,4; Hilltop 3; Raider 3; National Merit finalist 4.

BERNARD JOHN HURWITZ 5
Hilltop 3,4, Associate Editor 4, Operetta Sound Crew 3,4; Soccer 1,2,3,4; Football 1; Letterman's Club 3,4; Science Club 4; Zip 4.

BLAIR EDWARD JOHNSON 5
Hilltop 2,3,4, Associate Editor 4; Helicon 3,4, Editor 4; American Field Service 2,3,4, Secretary 4; Americans Abroad to Iran, summer 1973; Raider 2; Senate 2; Glee Club 2,3; 4; Singers 4; Drama 3,4; Football 1; Baseball 1; Soccer 1,2,3,4; Raider Marching Band 2; Relating 3,4.

JOEL M. JOSLIN 4
Track 1; Hilltop 3; Most Improved Award 1.

THEODORE GEORGE KAHN 6
Squash 1; Senate 2; Glee Club 2; Science Club 2; Hilltop 4; Photo Club 1,2; Cross Country 1; Football.

GILBERT JACKSON KELLER 7
Basketball 2,3,4, Captain 4; Track 1,2,3,4; Football Manager 1; Letterman's Club 2,3,4; Key Club 4.

TIMOTHY CRAIG KELLY 13
Soccer 1,2,3,4; Key Club 3,4; Secretary-Treasurer 4; Golf 1,2; Football 1; Cross Country 2; Letterman's Club 3,4; SAC 2; Environmental Art Committee 3,4; Lower School Tutoring 4.

RALPH EMERSON LEWIS II 13
Hilltop 2,3,4, Sports Editor 4; Football 1,2, 3,4; All Conference 2,4; Baseball 3,4; Basketball 1,2; Track 1,2; Letterman's Club 2,3,4, President 4; Senate 2,4, Secretary 4; Key Club 2,3,4; Board of Trustees 4; National Merit Letter of Commendation 4.

ELSON LIMA 1
American Field Serivce 4; Glee Club 4; Singers 4; Cross Country 4; Soccer 4; Letterman's Club 4; Hilltop 4.

MIKEL A. LUDWIKOSKI 4
Football 1,2,3; Track 3; Letterman's Club 3,4; Assembly Committee 4; Science Club 4; National Merit Letter of Commendation 3.

EDWIN EMORY MACLAUGHLIN 5
Glee Club 1,2,3,4; Singers 3,4; Madrigals 4; Assembly Committee 3,4; Drama 3; Football 1; Wrestling 2,3,4, Captain 4; Track 1,2,3,4.

JAMES GREENWOOD MITCHELL MACLAUGHLIN 5
Golf 2,3,4; Squash 1,2,3; Glee Club 3,4; Lower School Tutoring 4; Hilltop 2,3; Raider 2; Key Club 4; Letterman's Club 2,3,4; American Field Service 4.

TERRY MARK MAGADY 7
Soccer 1,2,3,4; United Campaign 3,4; Environmental Art Committee 3,4; Science Club 2,3,4, President 4; Letterman's Club 3,4; Hilltop 2,3,4; Chess Club 2,3,4; Helicon 3,4; Hebrew High School 3.

LARRY MARTIN 6
Tennis 1,2,3,4; Science Club 4.

JOHN H. MOFFITT, JR. 4
Athletic Trainer 3; Glee Club 2,3,4; Raider 4; Print Shop 1,2.

MATTHEW CLAYTON MRKONIC 6
Football 1,2,3,4; Track 1,2,3,4; Basketball 1; Letterman's Club 2,3,4; Key Club 4; Senate 2.

RANDY NORMAN 2
Basketball 3,4; Track 3.

RANDOLPH OLIVER 5
Glee Club 1,2,3,4; Raider 2; United Campaign Chairman 4; Advertising Manager of Operetta 3; American Field Service 4.

DONALD GREG PETRIE
Football 2,3,4; Captain 4; Track 2,3,4; Baseball 2,3,4, Captain 4; Basketball 2,3; Letterman's Club 2,3,4; Laforce Cup 3.

PETER ELLES POWELL 9
Athletic Trainer 2,3,4; Glee Club 2,3,4; Singers 2,3,4; Madgirals 4; American Field Service 4; Drama 2; Discipline Committee 4.

J. M. REES 10
Raider 4; Glee Club 1,2,3,4; Singers 2,3,4; Madrigals 3,4; Soccer 1,2,3,4; Football 1.

BILL RIED 7
Soccer 1,2,3,4; Football 1; Senate 2; Hilltop 3,4; Cartoonist 4; Discipline Committee 4: Letterman's Club 2,3,4.

KEVIN G. RIVETTE 2
Senate 2; Red Cross 4; United Campaign 4; Medical Explores 3,4; Civil Air Patrol 2.

MATTHEW ROBINSON 5
Football 1,2,3,4, All Conference 4, All District 4; Track 1,2,3,4; Basketball 1; Letterman's Club 2,3,4; Key Club 4; Hilltop 4; National Merit Letter of Commendation 4; Rieger Trophy 1; Chan Noah Memorial Award 4.

KELL ROBINSON 7
Squash 2,3,4; Drama 2; Fall Tennis 3; Glee Club 3,4; Singers 4; Helicon 4; Editor 4; Virginia Scott Minor Poetry Award 1; Lower School Tutoring 2; Cum Laude 3; Williams College Award for Scholarship and Achievement 3; Walter Bennett math Trophy 3; National Merit Finalist 4; Science Club 4.

ROBERT M. SCHULTZ 7
Glee Club 1,3,4; Print Shop 1; Raider 4; Operetta Stage Crew 1; ITV 4.

CHRISTOPHER H. SCHUPP 6
Glee Club 1,2,3,4; American Field Service 4; Wrestling 3; Headmaster's Achievement Award 2.

JAMES MICHAEL SHAFFER 12
Football 1,2,3,4; Soccer 1,2,3,4; Golf 1; Track 2; Glee Club 1,2,3,4, President 4; Singers 3,4; Madrigals 3,4; Operetta Lead 1,2, 4; Senate 3; Hilltop 2,3, Circulation Manager 3.

JAMES DAVID SMITH 6
Raider 2,3,4; Glee Club 1,2,3,4; Drama 1,2,3, 4; Soccer 1,2,3,4; American Field Service 2,3,4.

STEPHEN LEAD STOOPS 7
Hilltop 2,3,4, Photo Editor 2,3; Associate Editor 4; Soccer 1,2,3,4, Captain 4; Baseball 1; Assembly Committee 4; Print Shop 2; Raider 2.

KENNETH E. TOBIN 7
Football 1,3,4; Track 1,3,4; Basketball 1,4; Letterman's Club 3,4; Key Club 4.

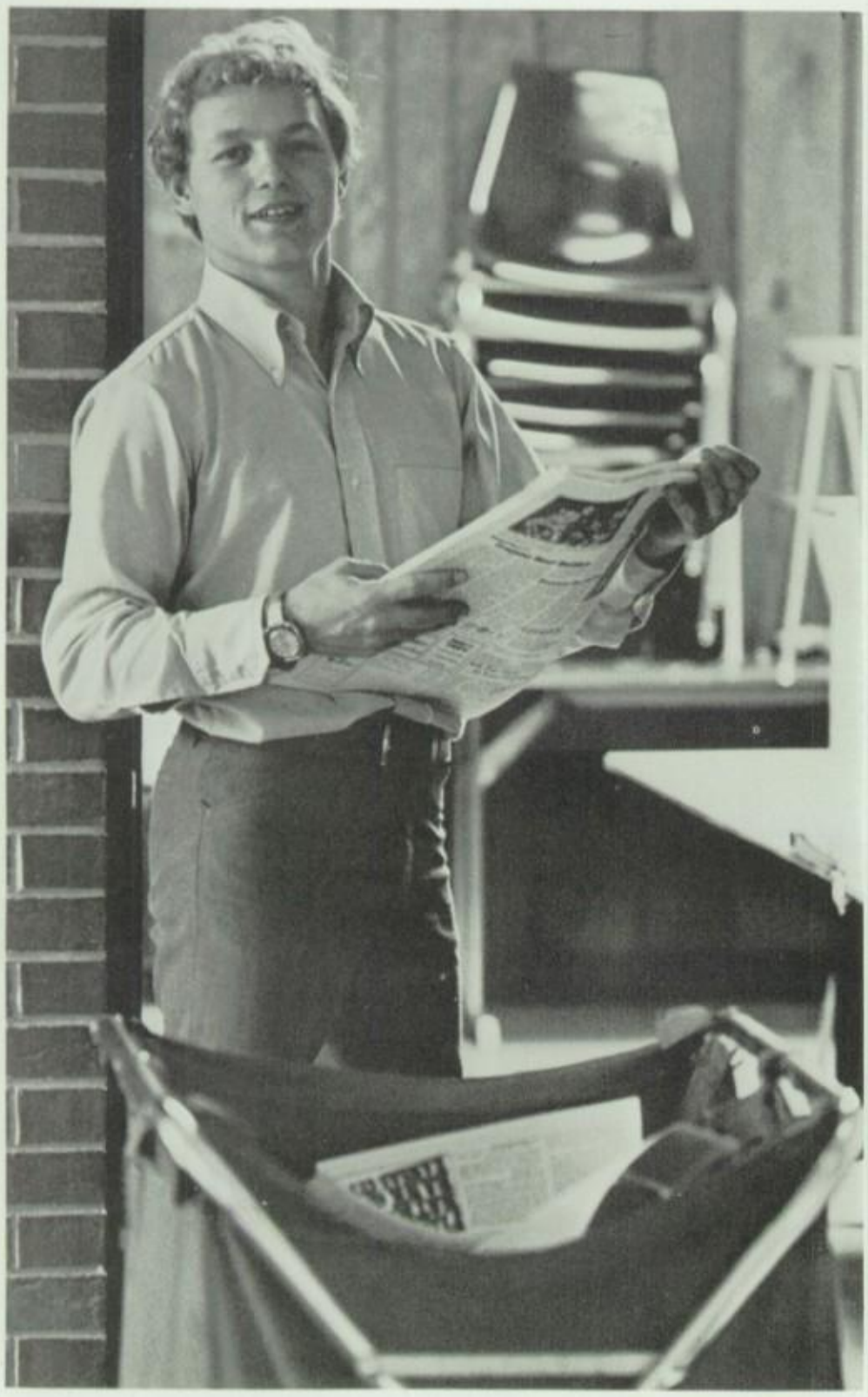
NICK TOURTELLOT 12

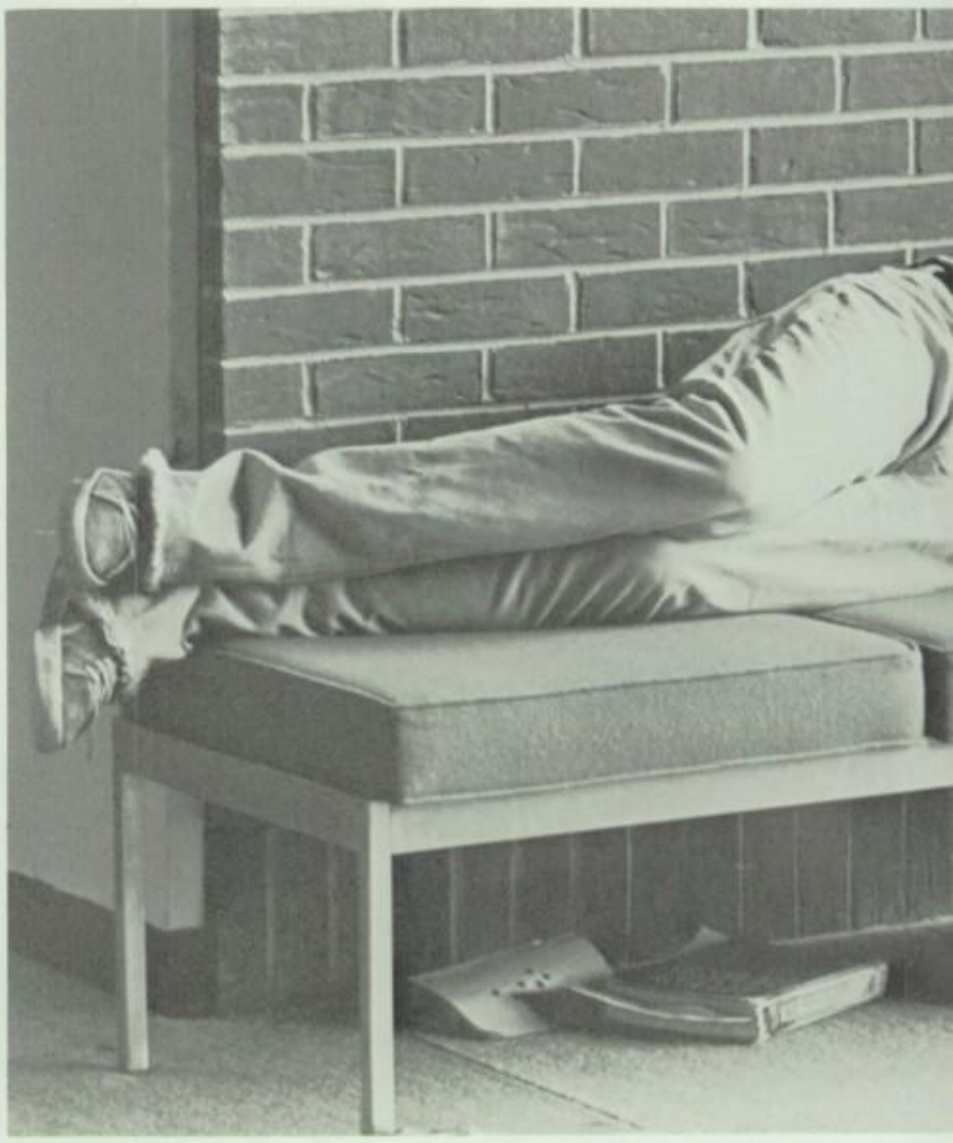
CHRIS WATSON 4
Football 4.

CHRISTOPHER LEO WETHERILL 13
Soccer 2,3,4, Metro League Honorable Mention 2; Track 1,2,3,4; Basketball 1; Football 1; Science Club 3,4; Vice-President 4; Hilltop 3,4; National Merit Letter of Commendation 4.

RICHARD ERNEST WILES III 2
Glee Club 3,4; Singers 3,4; Madrigals 3,4; Football 3,4; Track 3,4; Health Club 3; Senior C Team 4.

TOM WILLOUGHBY 5
Football 1,2,3,4, All Conference Honorable Mention 4; Soccer 1; Track 1,2; Wrestling 2,3; Discipline Committee 3.

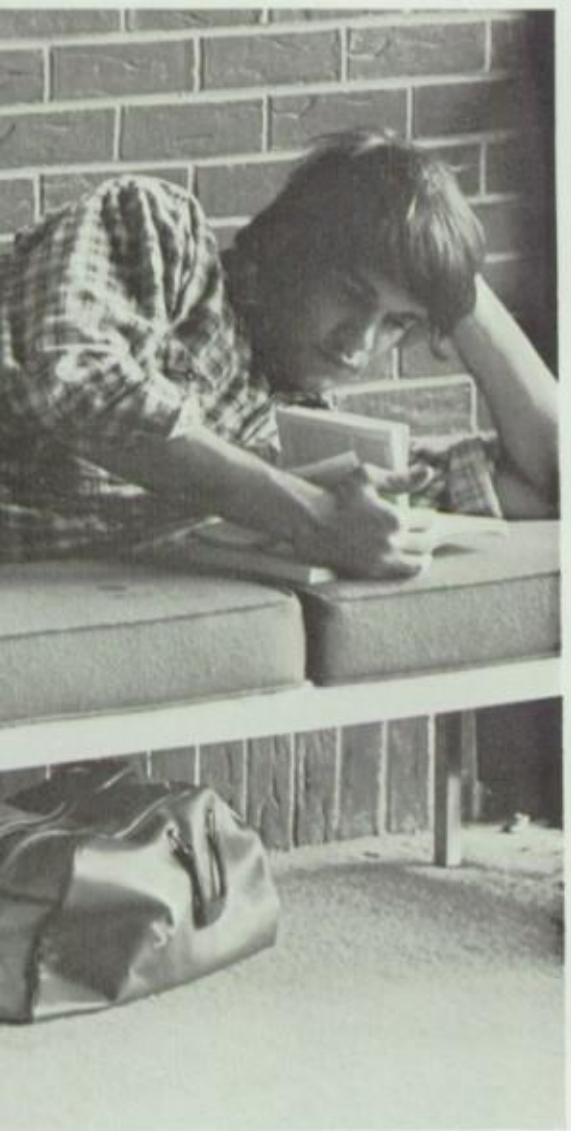


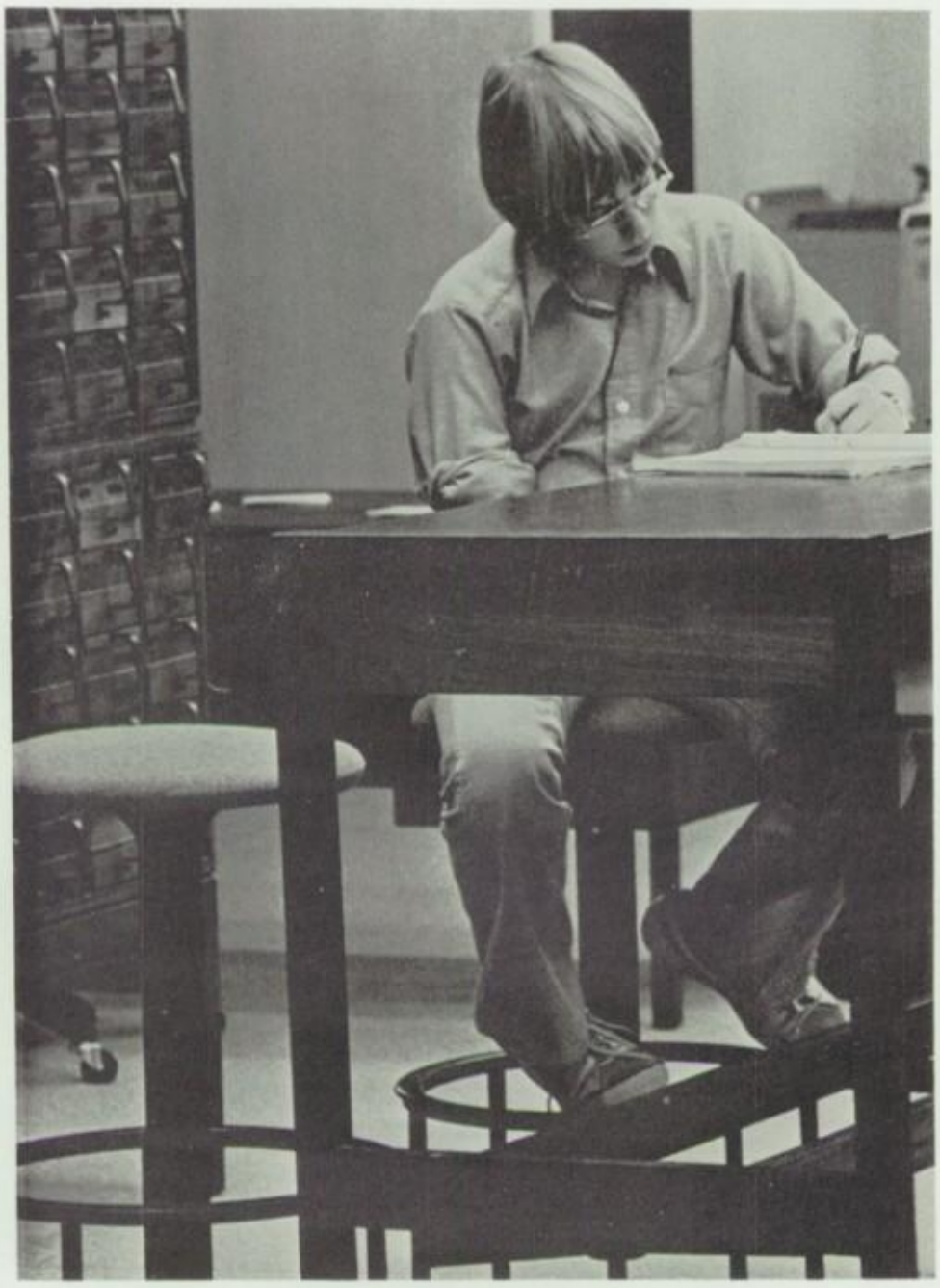


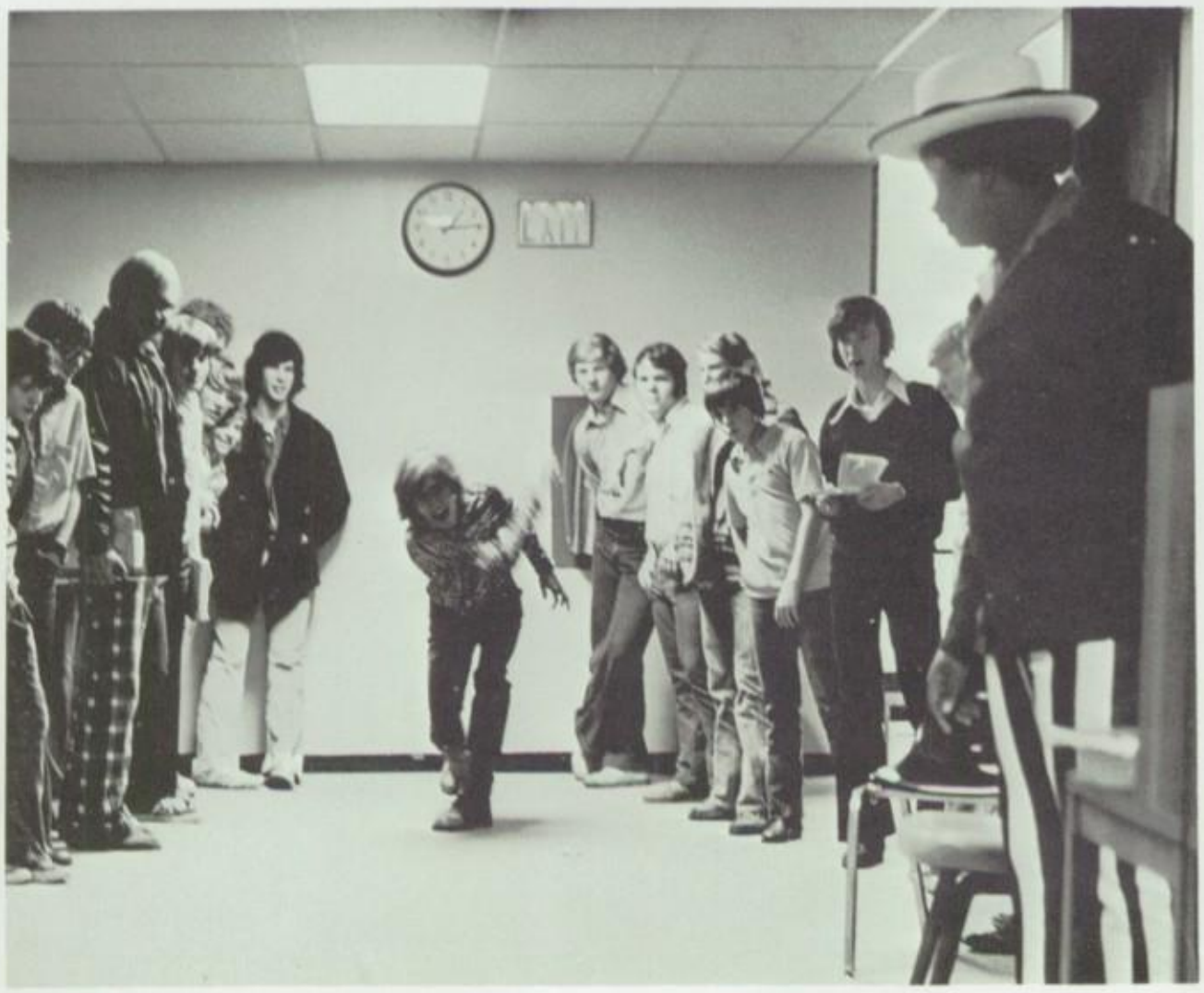
Poll: Should Pem-Day by committed to change?

Change is inherent in the total process of evolutionary development. We change mentally, physically, the trees change, the flowers, the plants, etc. (Wow! Mystical experience.) Even the idealogies of the great Buddha change–Got change for a five? "People changing day by day." (Dave Mason) Even the seasons change, snow comes, games in the spring sun, spring changes in the flowery city of Paris, Fall changes....

a senior







I see no need for change. Change might add good points but overall it wouldn't prepare us any better for college and that is why we are here.

a senior

I believe that PCD should change with the times, but not ahead of them.

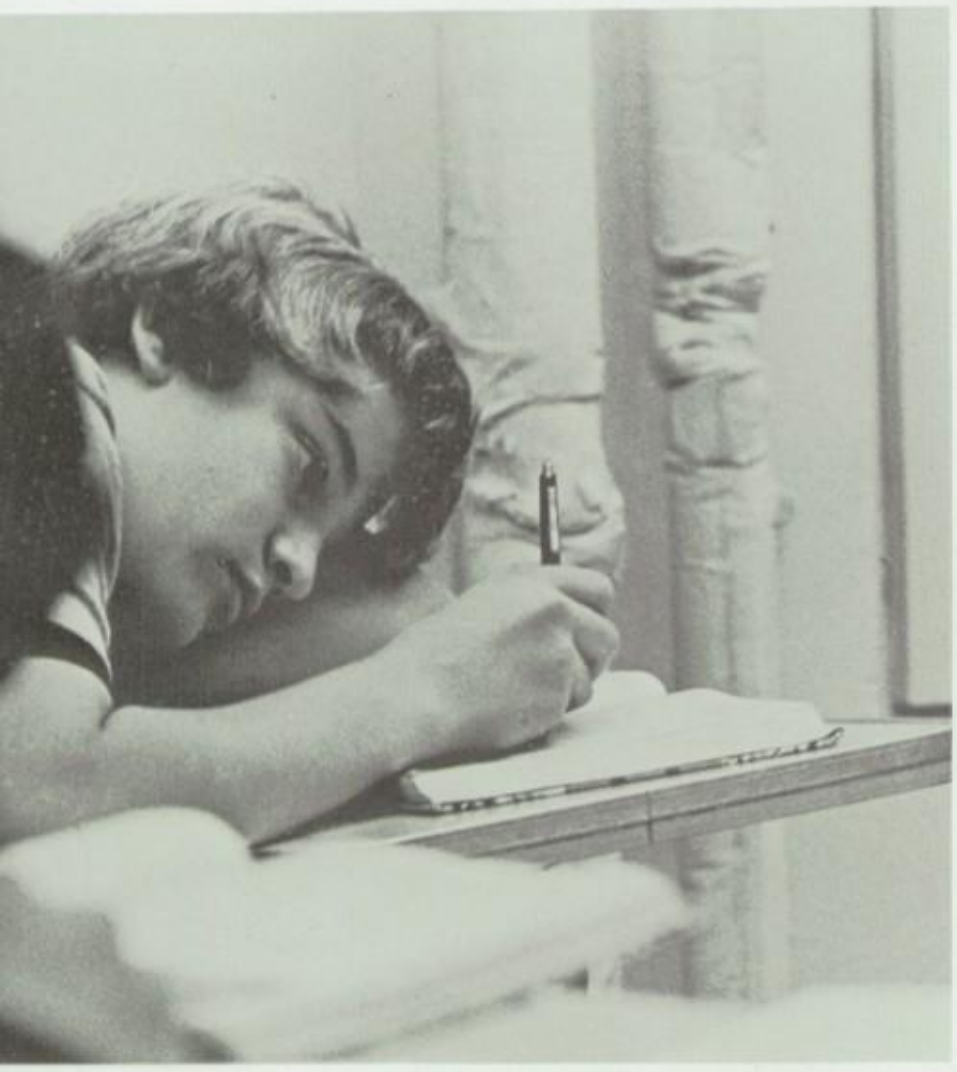
a senior

Only when a school truly recognizes the need for change, can it be referred to as an institution of progressive education.

a junior

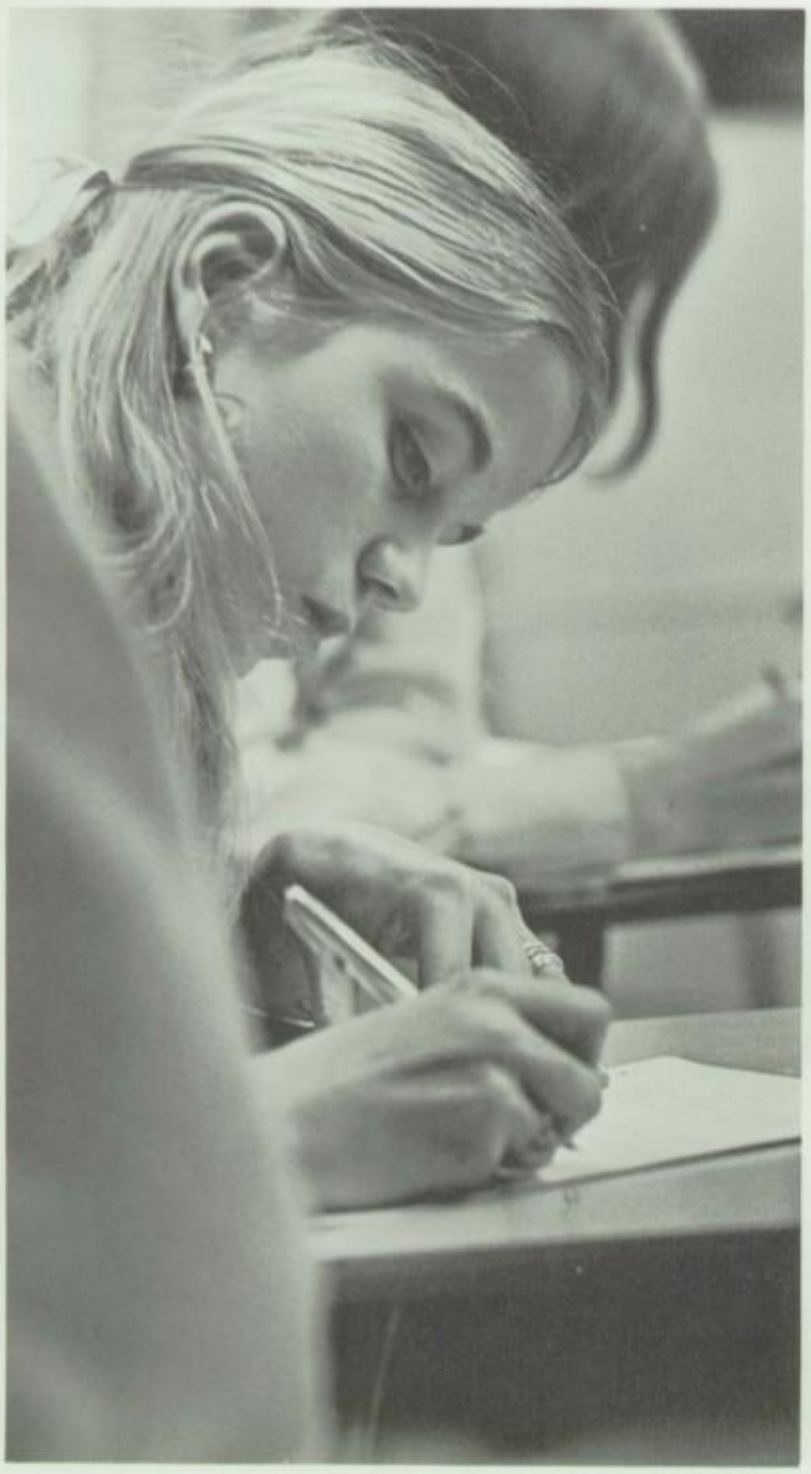
The quality of education is good here, it lets you go out to Shakey's on Fridays.

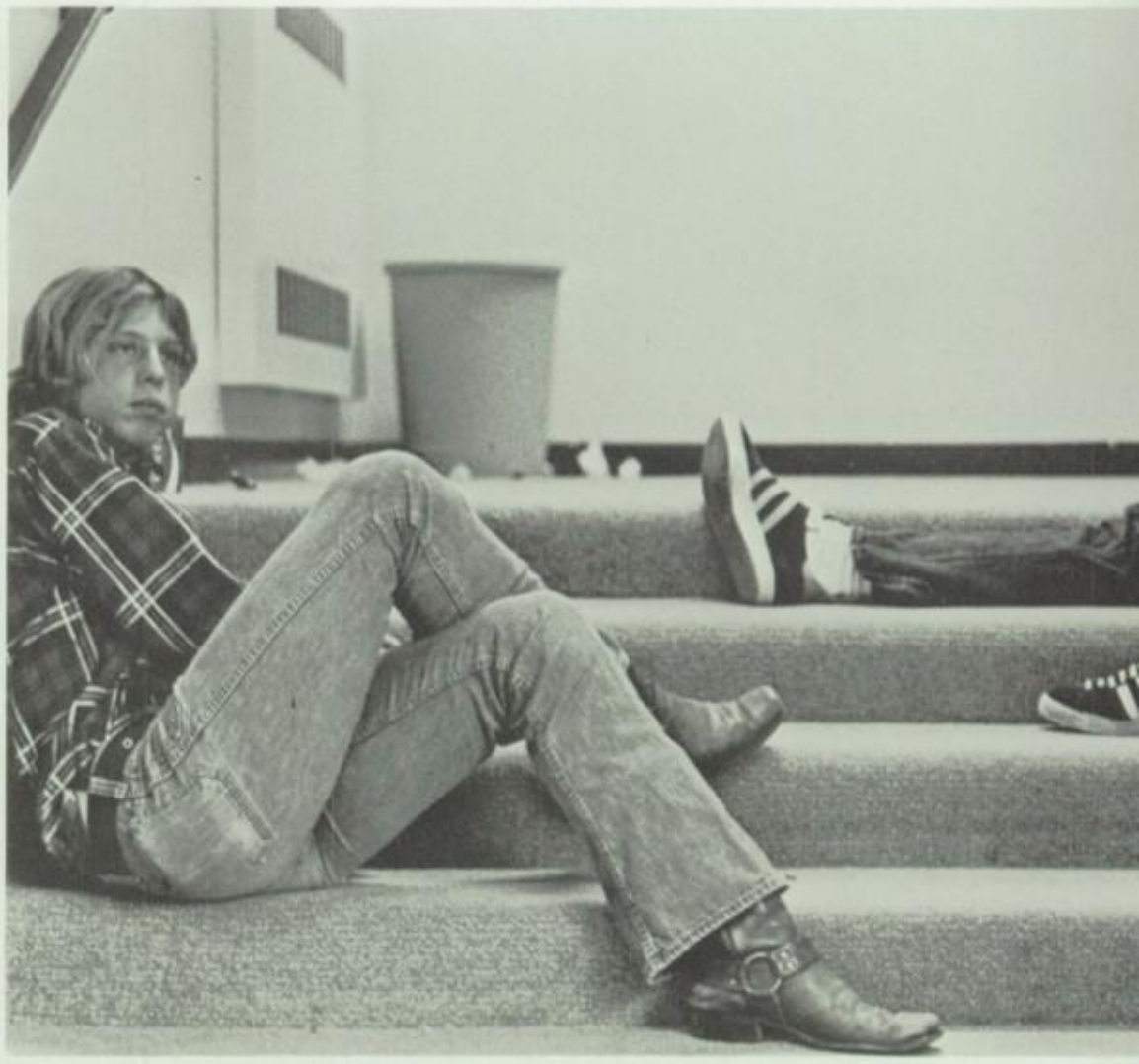
a senior

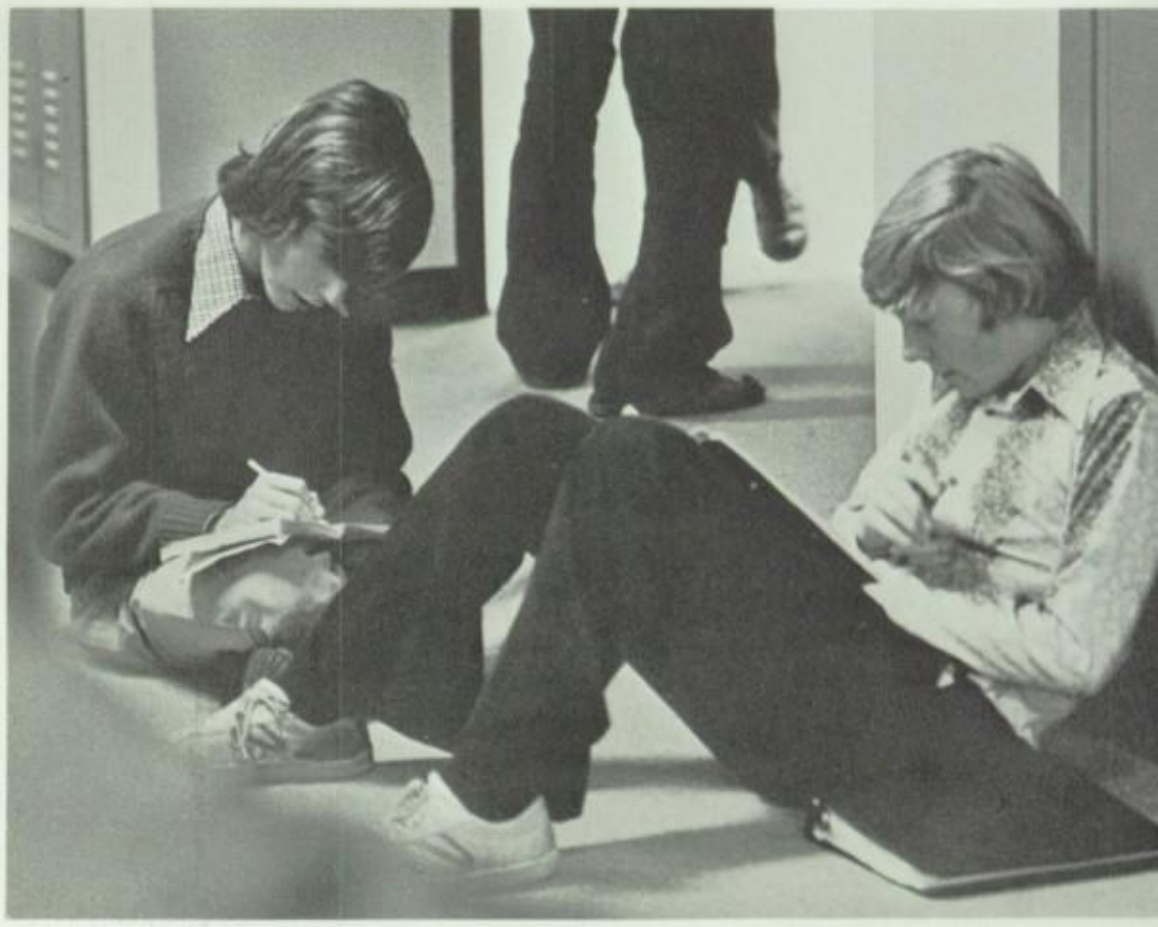


The quality of education has gradually decreased in the past decade. Most of the students don't give a fig whether they learn or not. P.C.D. is nothing more than a gloified public school, protected and private.

a senior







No activities at Pem-Day are over-emphasized, but football is under-emphasized.

a senior

Participation in either physical education or a sport be voluntary after freshman year.

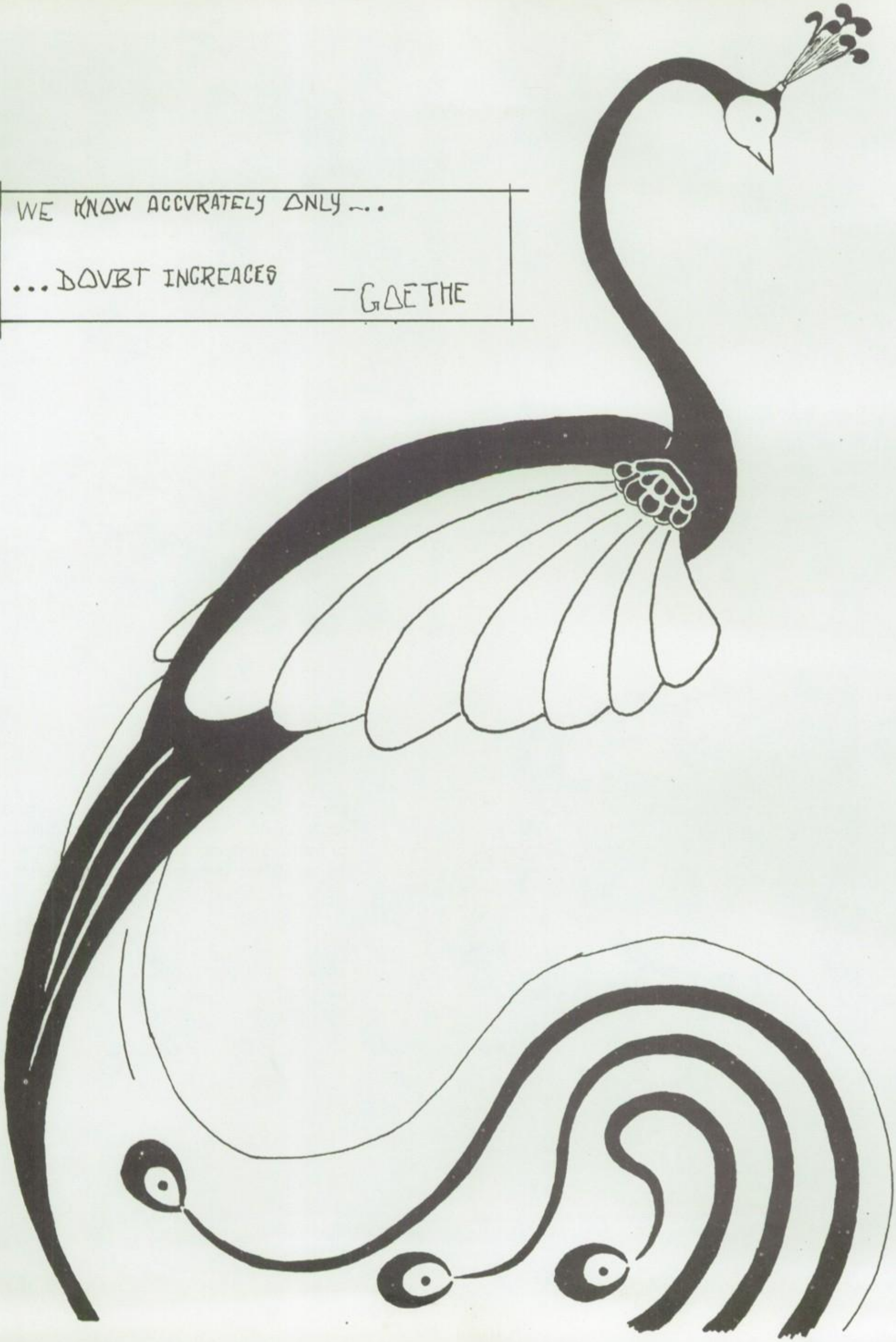
a sophomore

Departmental Curriculum

WE KNOW ACCURATELY ONLY ...

... DOUBT INCREASES

— GOETHE



Nothing is falser than peoples preconceptions and ready-made opinions; nothing is sillier than their sham morality.

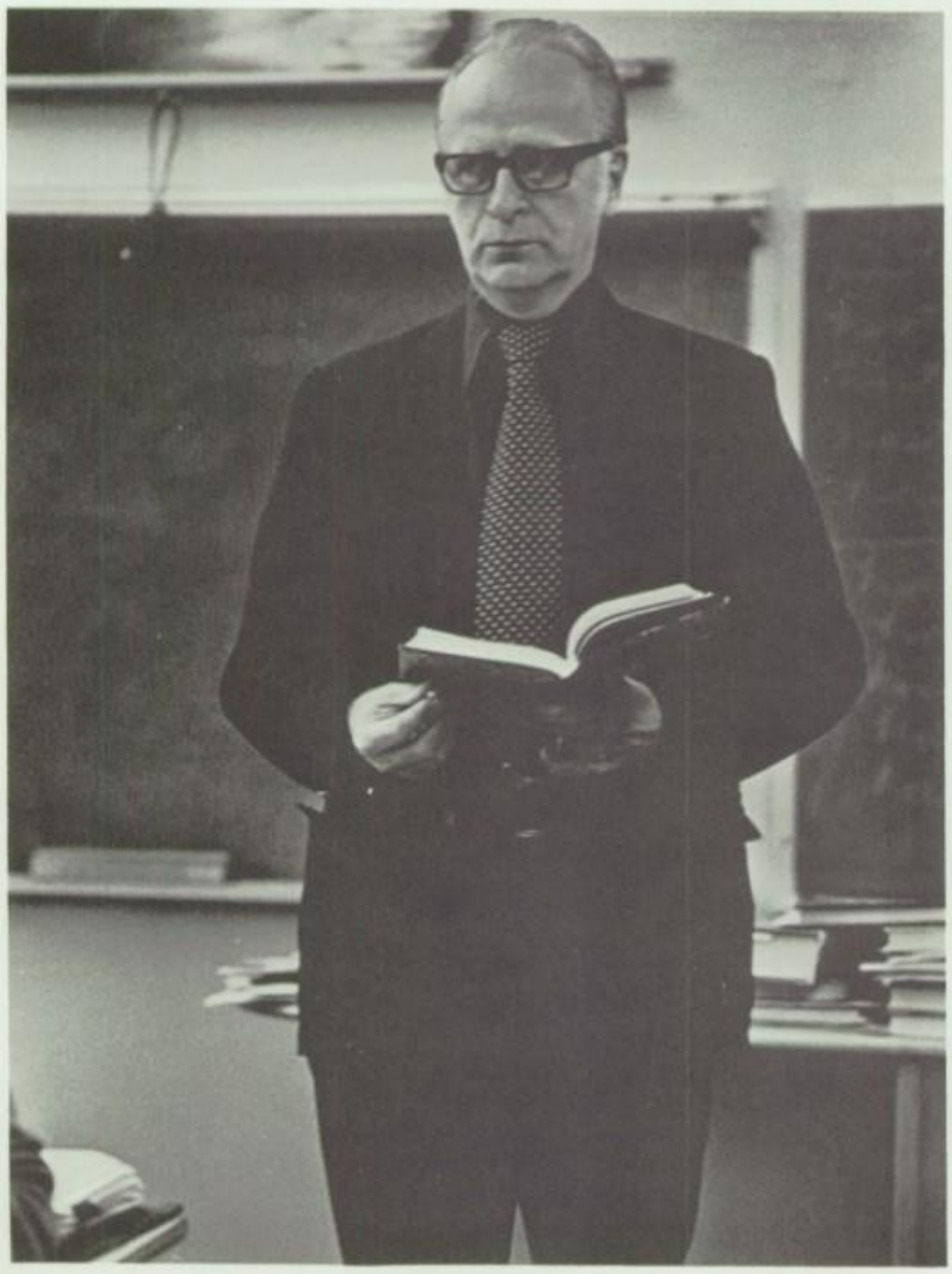
Petronius

True learning must engage the whole person in the battle against unconcern, complacency, crudity, relentless egotism, indifference to human problems. Authentic learning engenders an acute sensibility to human problems.

Nahum N. Glatzer

If there is more to the human anatomy than the reading eye, the logical ear, and the articulating voice box, our schools know nothing of it. God help the painters and dancers, the musicians and contemplatives among our students! When we educate, it is invariably on the assumption that the meaning of things can be exhausted by making good, clear, logical talk about them.

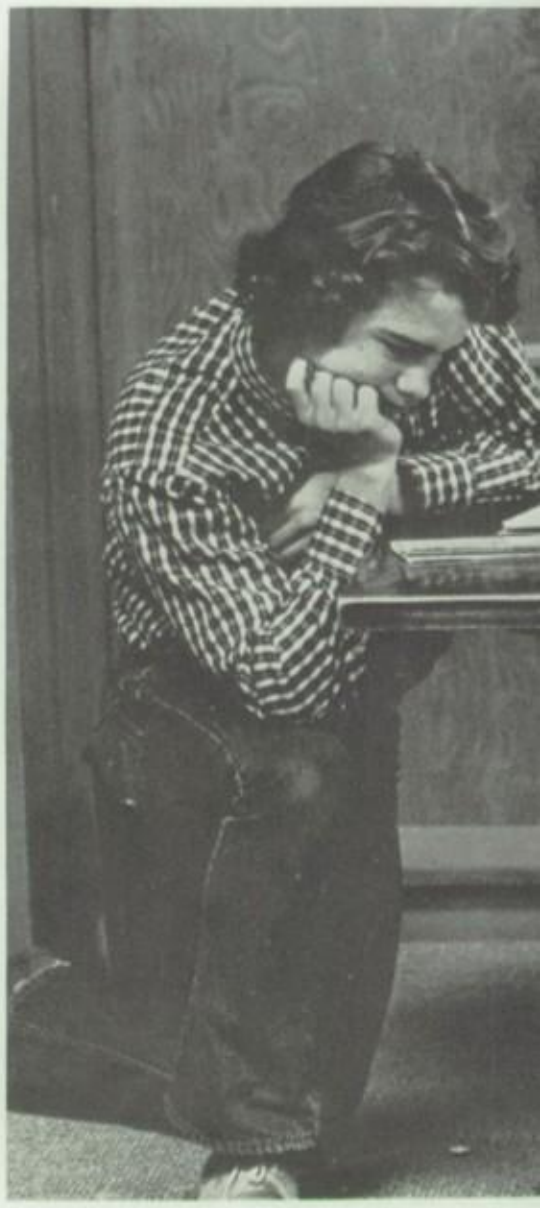
Theodore Roszak



We must have the courage to live without absolutes, without dogmas; the courage to seek imaginative escapes from the straight jackets of conformity; knowing with Emerson, "Whosoever would be a man must be a nonconformist."

Leo Rosten

English



With the knowledge explosion upon us, it is becoming increasingly difficult to know what is essential to learn. The English Elective Program at Pembroke-County Day recognizes the reality of some of this vast and complex richness of knowledge by offering eighteen one-semester courses ranging from such traditional topics as composition and the dramatic and poetic works of Shakespeare to innovative concerns like creative writing, applied philosophy, humor and horse sense in literature.

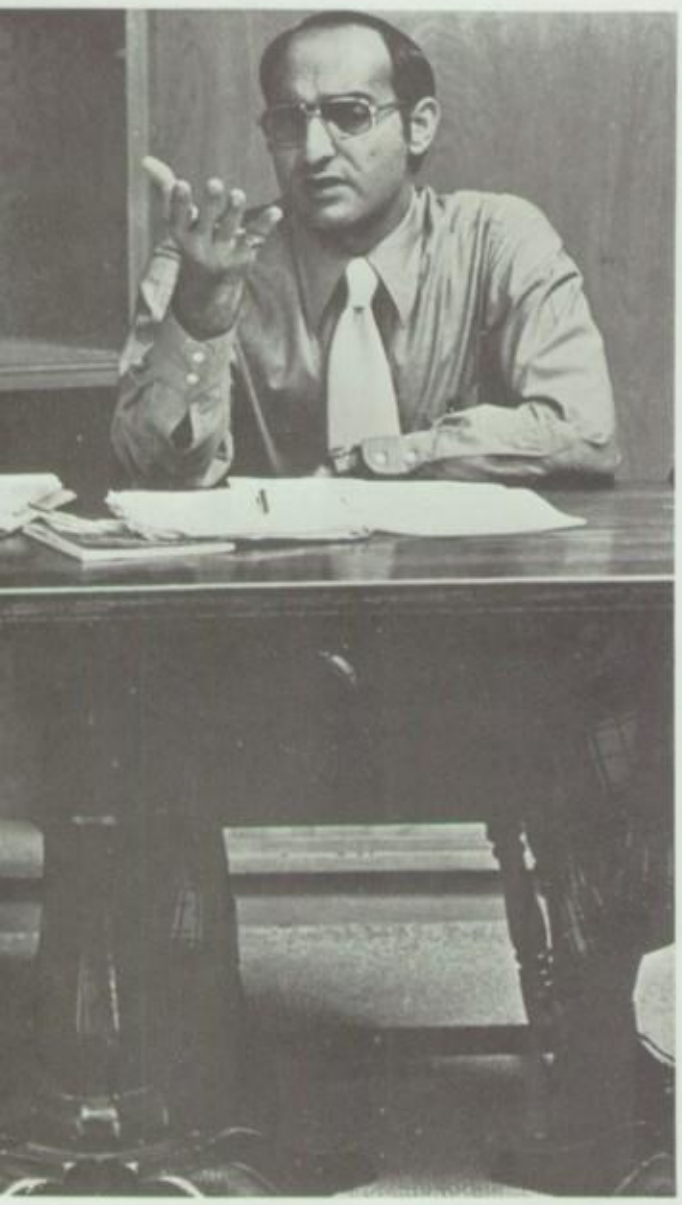
We assume that much teaching is uninspired because so often teachers are forced to teach what someone else dictates. The English Department feels inspired teaching is crucial, and reaches for this quality in asking each instructor to create teh electives he himself is most enthusiastic about.

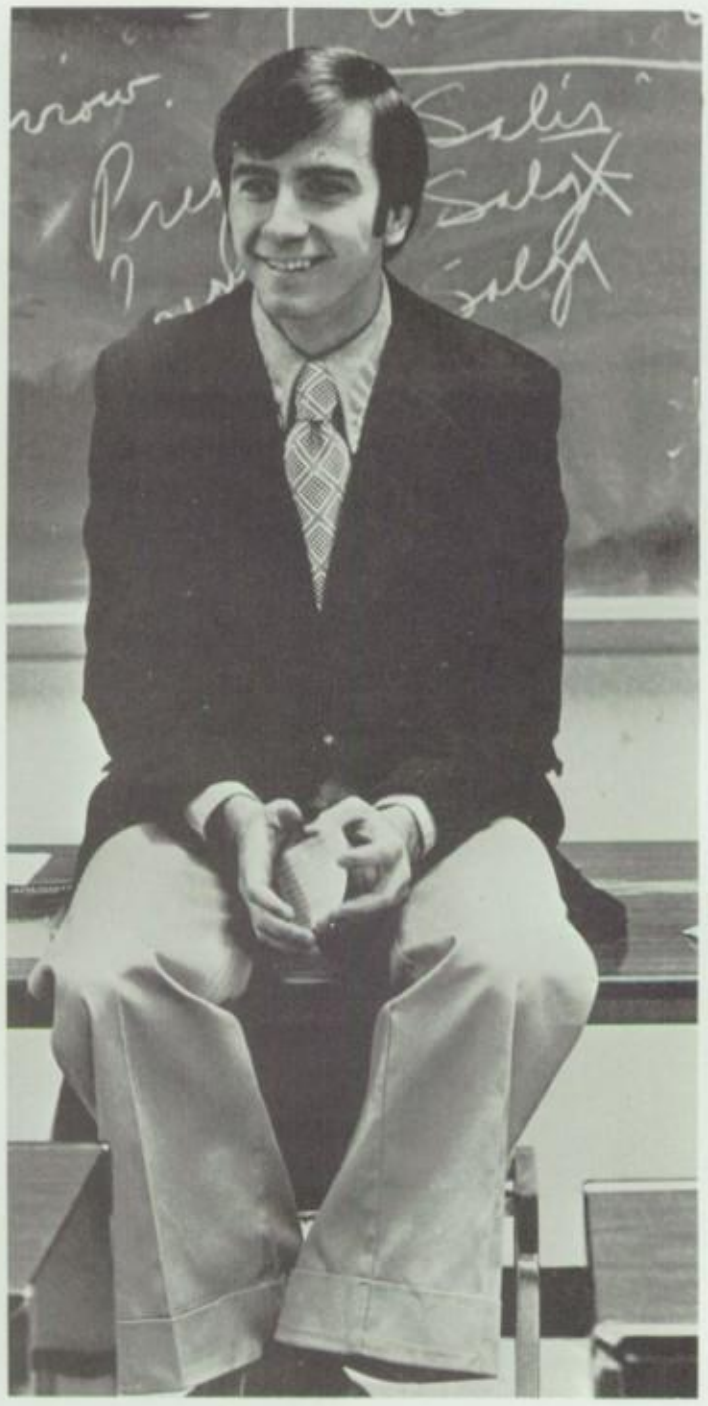
We also recognize that many students are apathetic because so often courses and instructors are thrust upon them. Rather than being locked into one topic all year, students have the freedom to choose among a number of teachers and courses each semester. The English Elective Program tries to ignite students' enthusiasm as well as their intellects by providing them with material which will be interesting in and of itself and helpful in acquainting them with analytical and research techniques for exploring related areas. The refining of writing skills, intensive reading and classroom discussion are important aspects of the program.

The English Dept.

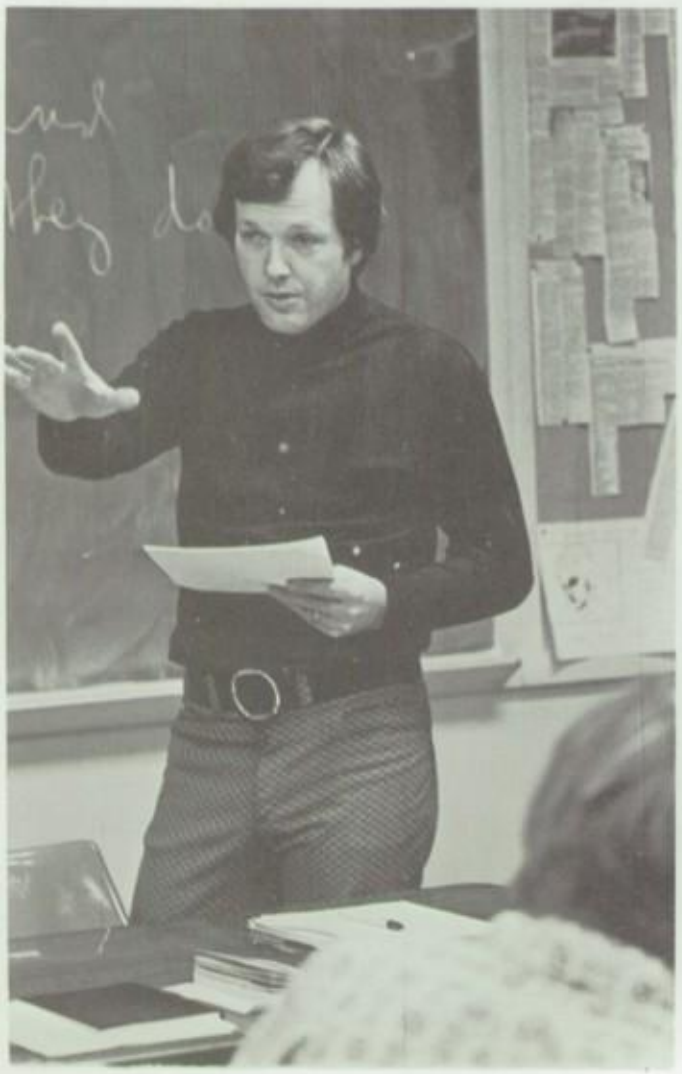
Such superiority do the pursuits of literature possess above every other occupation, that even he who attains but a mediocrity in them merits the preeminence above those who excel the most in the common and vulgar professions.

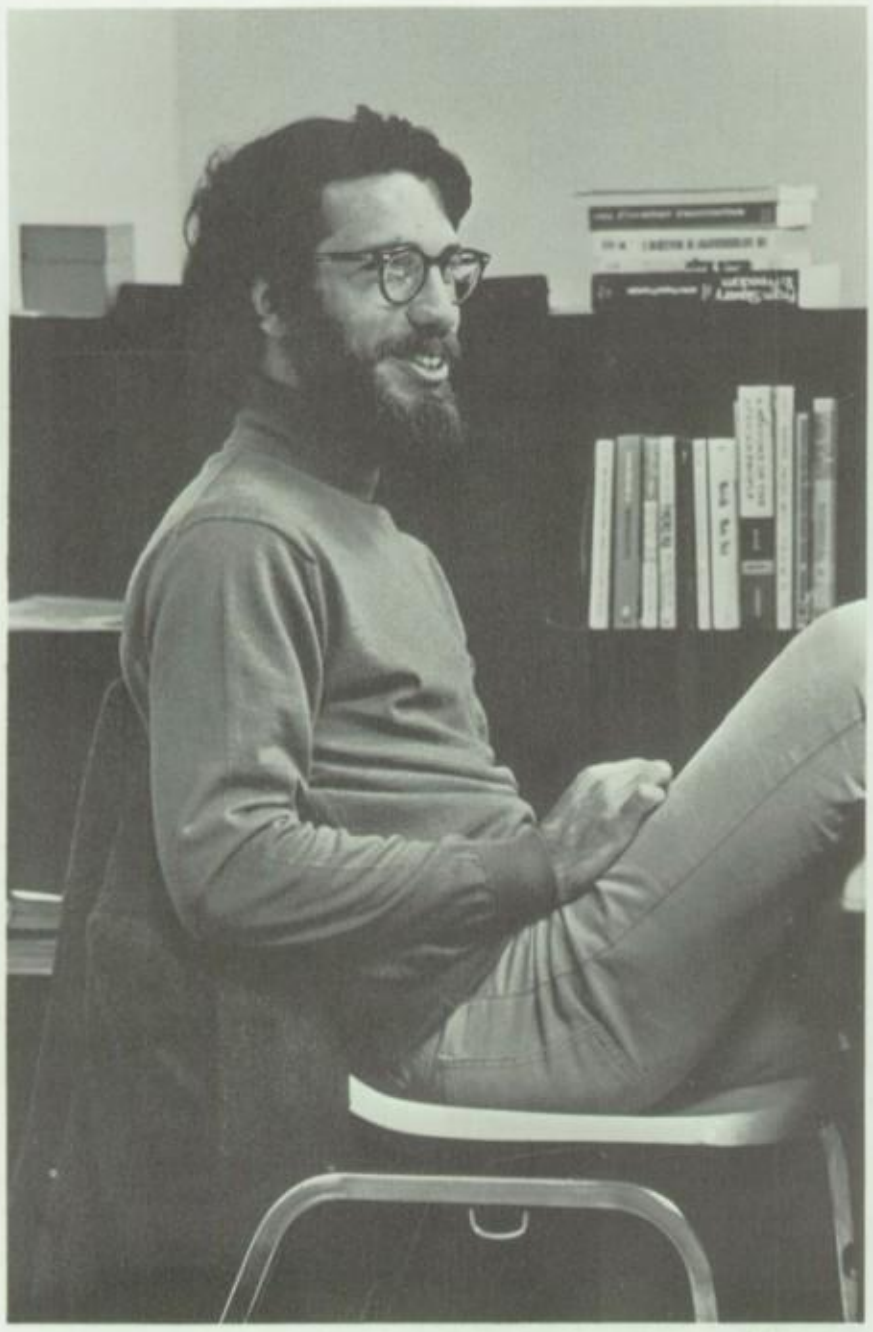
David Hume





clockwise: Carl Simomie, Rick Sahakian, Sheldon Clark, Ron Vierling, Isabel Merriam.

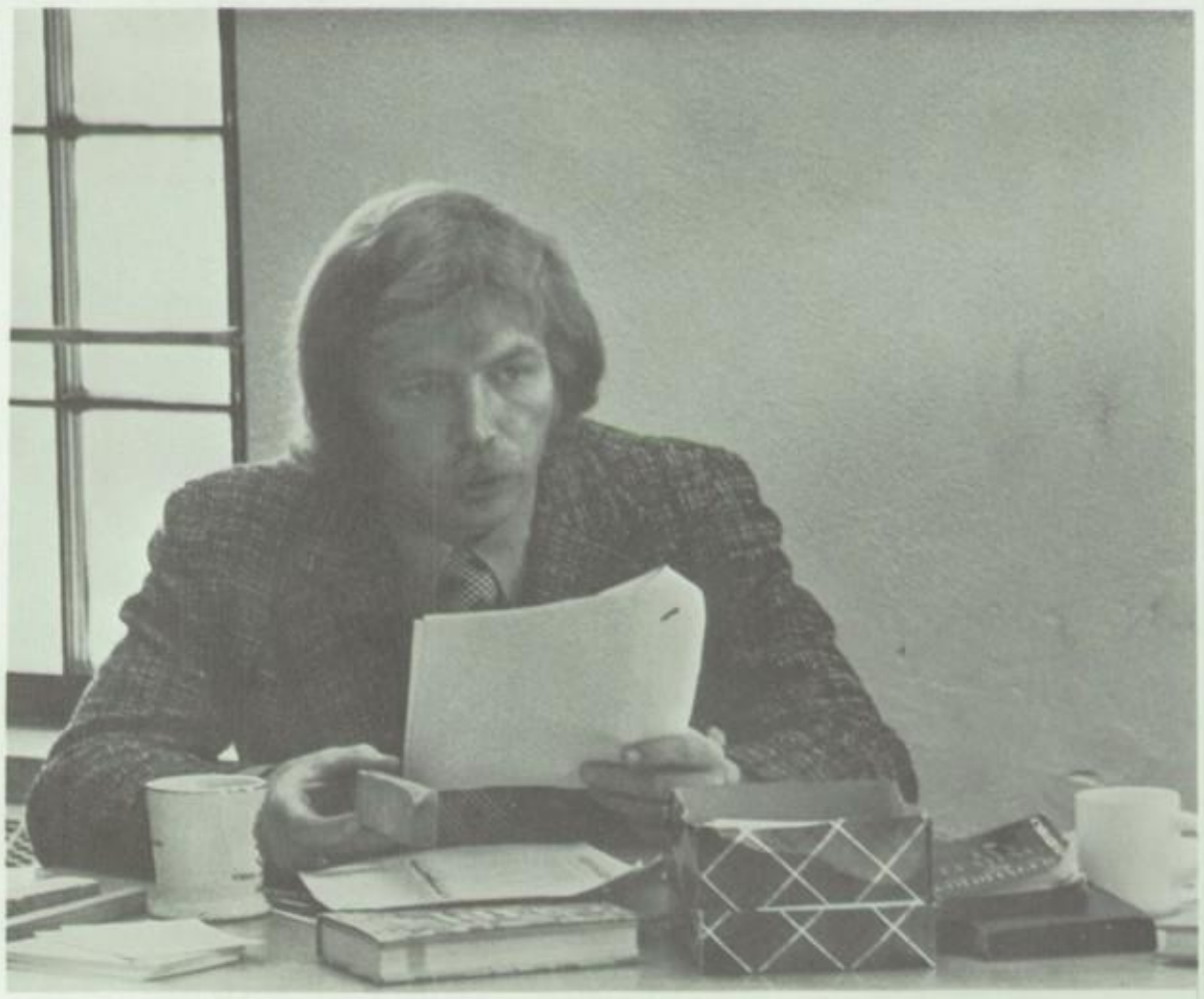


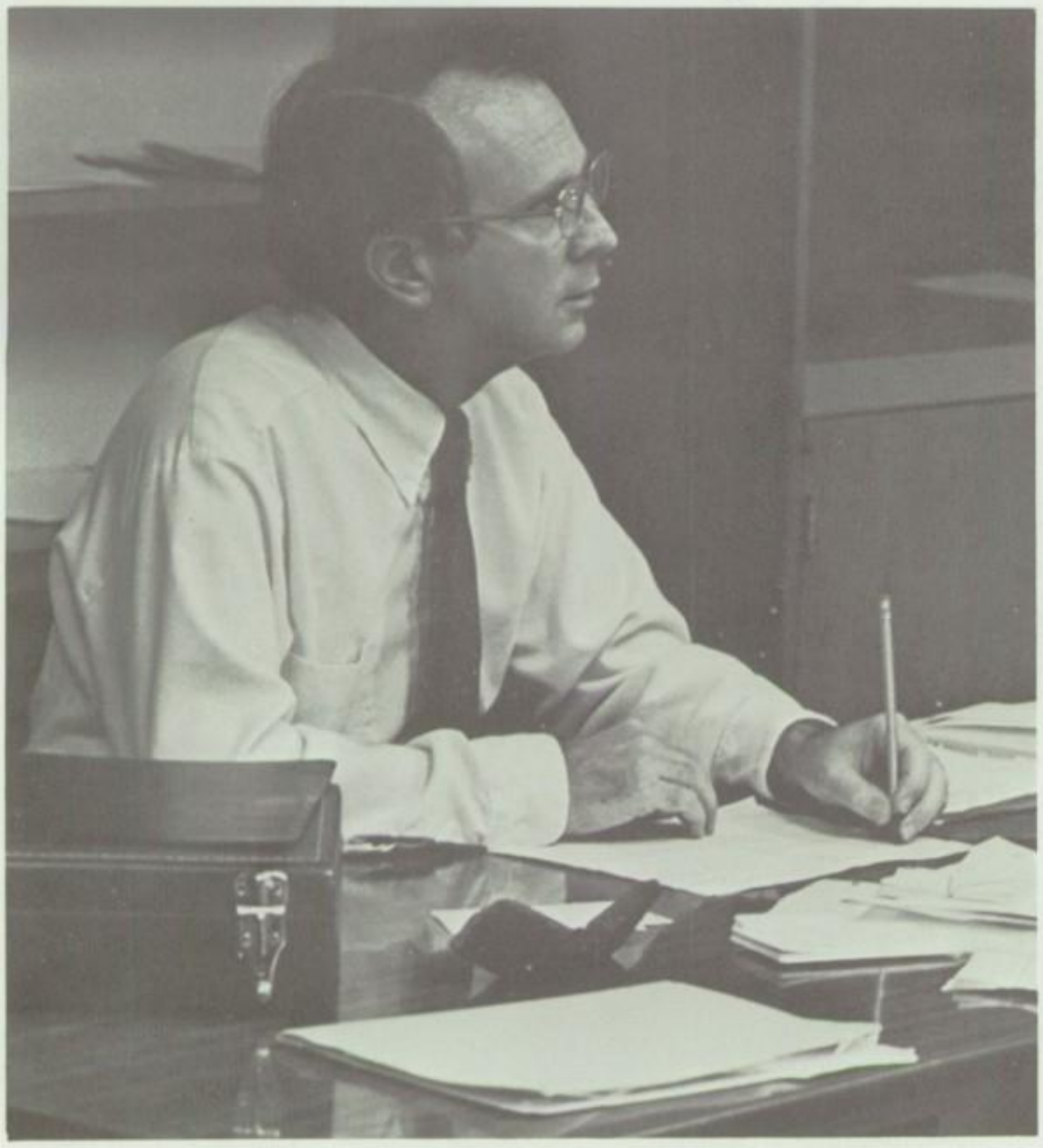


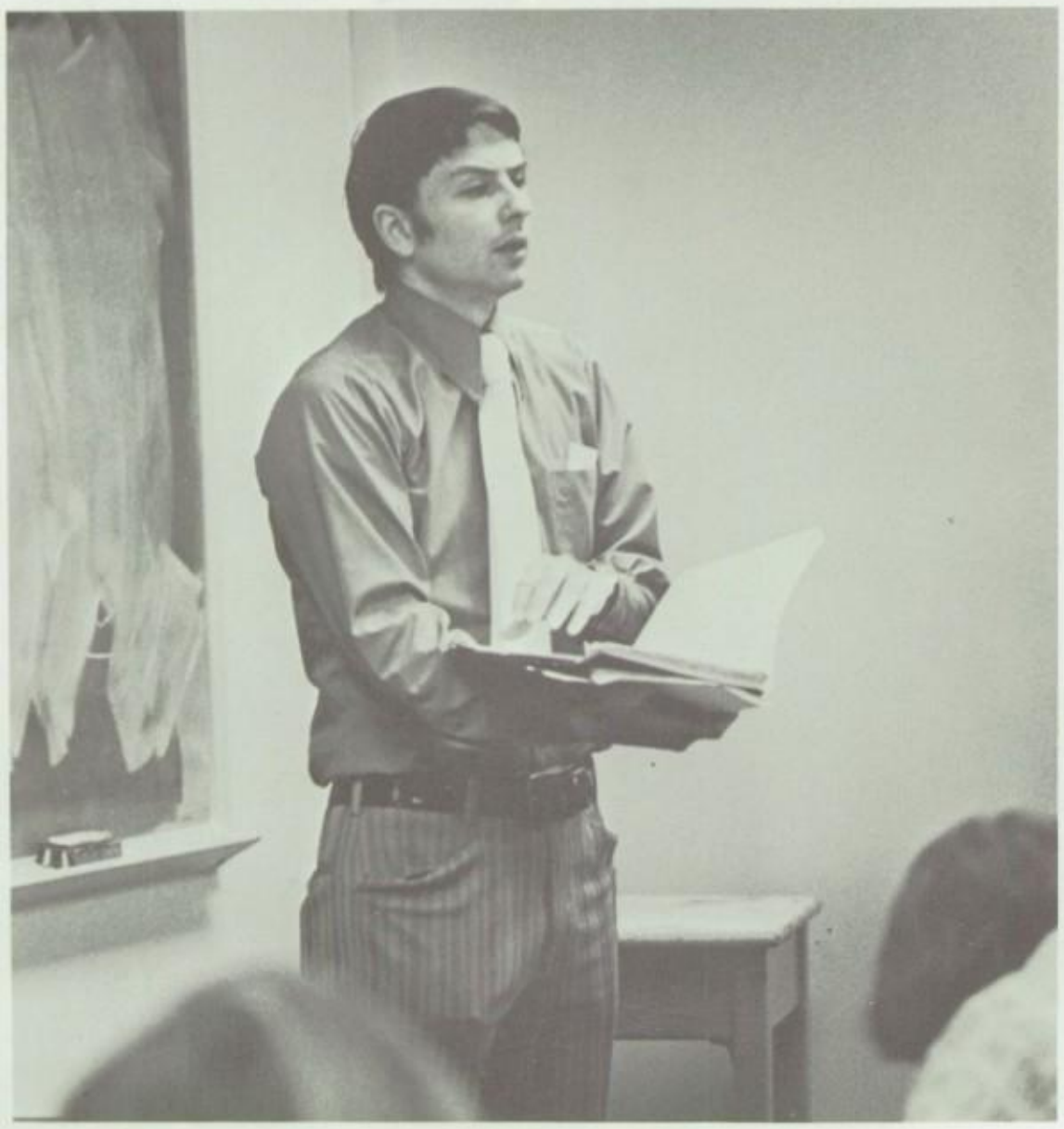
clockwise: David Geddes, Myra Williams, Hill Hughes, Ed Wucker, Mike Trent.

The human understanding is like a false murder that, receiving rays irregularly, distorts and discolors the nature of things by mingling its own nature with it.

Sir Francis Bacon







If an individual's education is his acquistion of the mental and physical skills, the knowledge, and the attitudes required to meet most effectively his ever-changing needs and goals, the task is indeed great. Each person largely determines his own education. A school furnishes the environment for most formal learning and teachers, through their training and experience, offer guidance in proceedures to be followed.

The teacher's intellectual curiosity and his feel for his fellow man are apparent and perhaps contagious. The way in which a student is first introduced to great works in each academic discipline together with his peer group's reaction to them often determines his future appreciation of the field.

The years in the Middle School are years of transition. In this period students are given definite direction so that they may more nearly perfect the elementary skills and become familiar with basic vocabulary of each department. At the same time, opportunity is given for the individual to use as much self-discipline as he has developed.

A combination of small groups enrolled in required and elective courses helps the boy further his special interests and communicate his particular point of view to the other members of the school community.

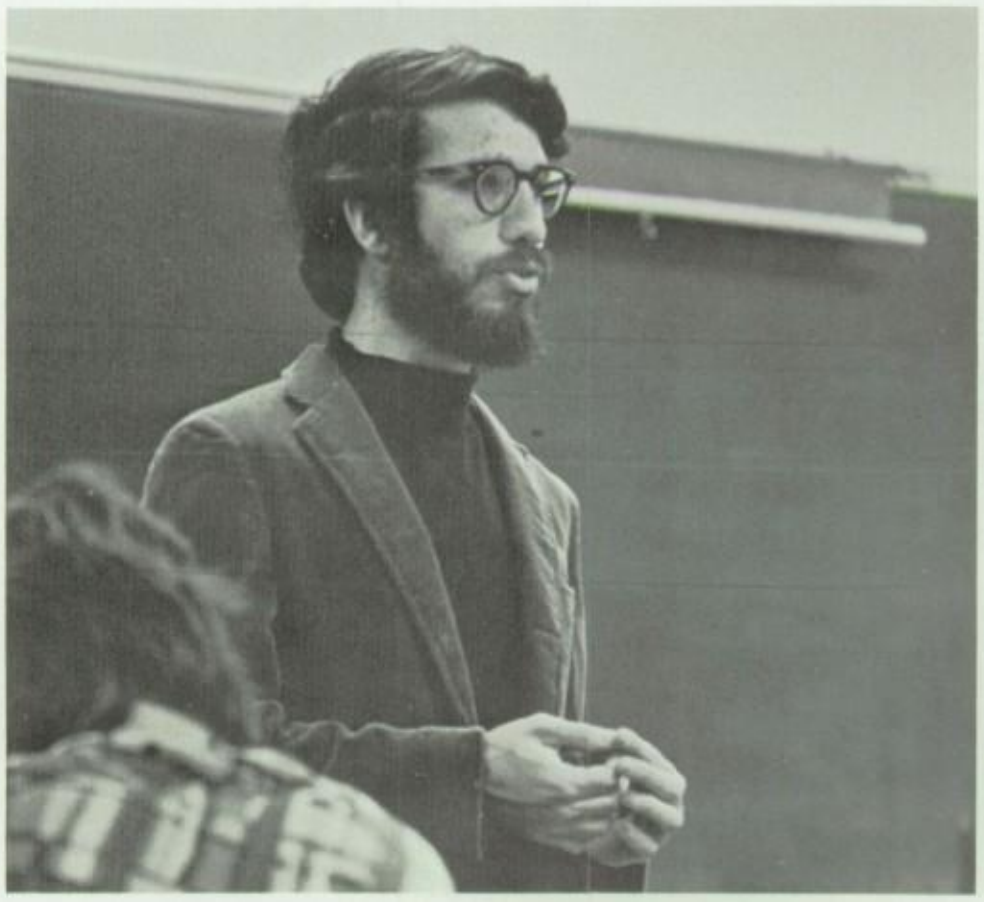
Myra Williams

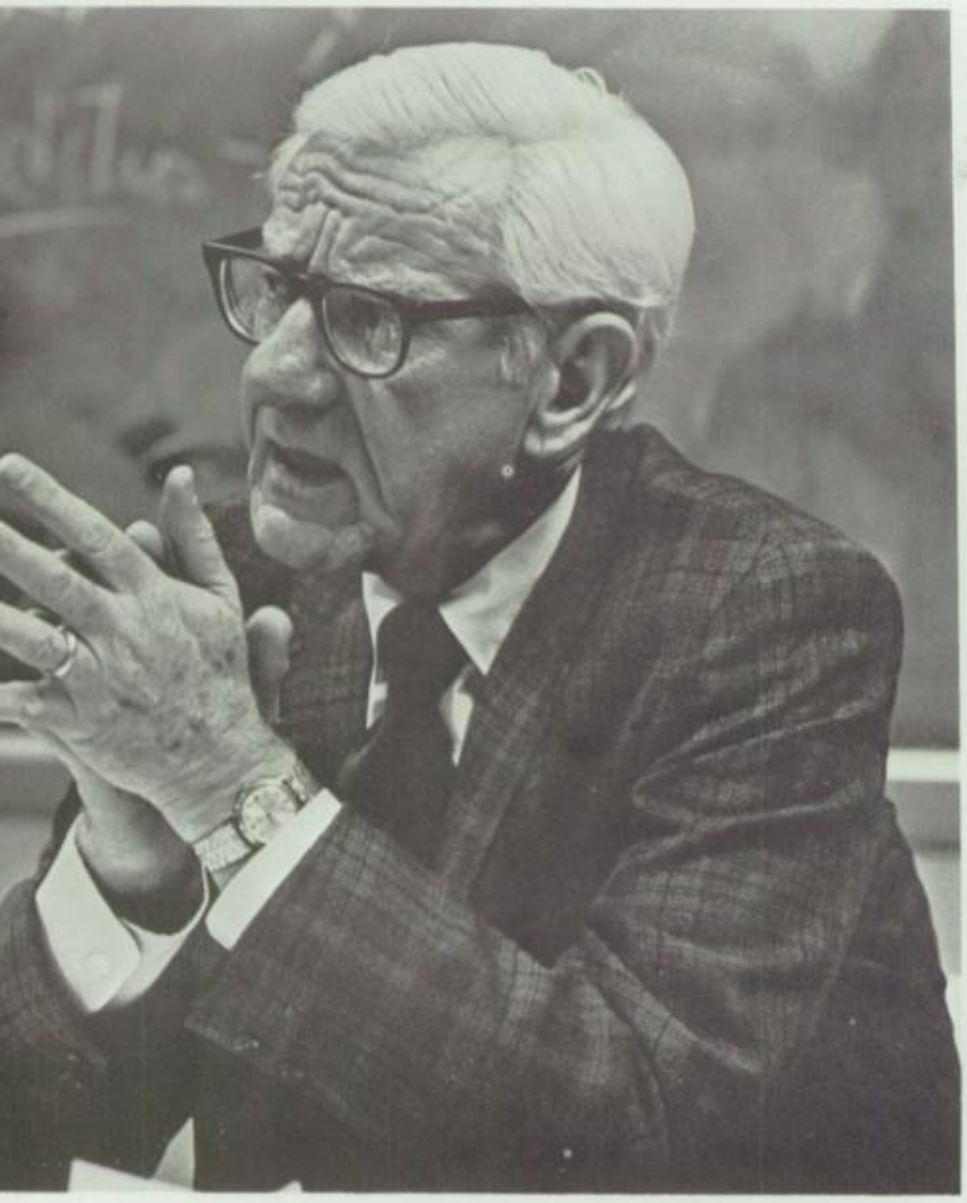
History and Social Sciences

Whatever history or social science is being studied, the approach taken by the faculty in the presentation and investigation of course materials is to study the particulars in detail so as to gain an appreciation for the enormous variety of man's human experience. With a thorough factual knowledge as a base, the student is challenged to search for cause and effect relationships, to ask questions as to human motives, intentions, to seek out significant and often conflicting historical opinion. The development within each student of an understanding of the historical process is a principal concern. New perspectives upon one's own experience and the nature of the human condition are hoped for as the end result of the history and social science program at Pem-Day.

Primarily, the vehicle utilized to achieve such goals is the study of United States history. Each student is required to take U.S. history during the seventh and eleventh grades. Additionally, a broad and growing list of elective courses are available to the student at the middle and upper school level. These range from old stand-bys like Modern European History, Civics, Government, Geography, and Ancient and Medieval History to recent additions like Anthropology, African History, and U.S. Foreign Relations. Courses in English and French History are taught according to student demand. Other elective courses such as Sociology or an interdisciplinary humanities program may be studies at Sunset Hill. Additions to the Elective curriculum are contemplated as student interest and faculty expertise are found to be in common agreement. Before graduation a Pem-Day student must have taken courses from the elective program equivalent to a full year's upper school credit.

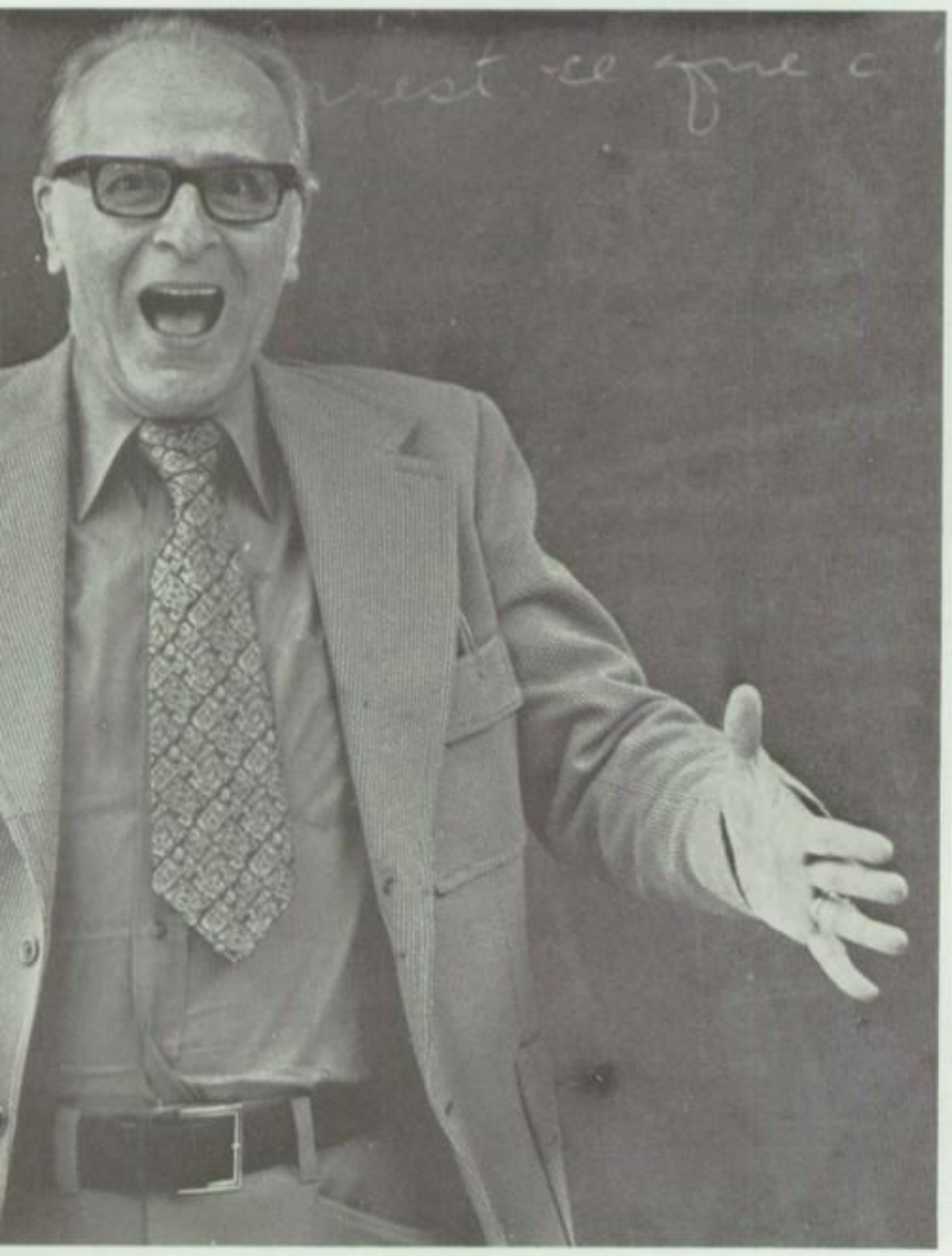
The History and Social Sciences Department



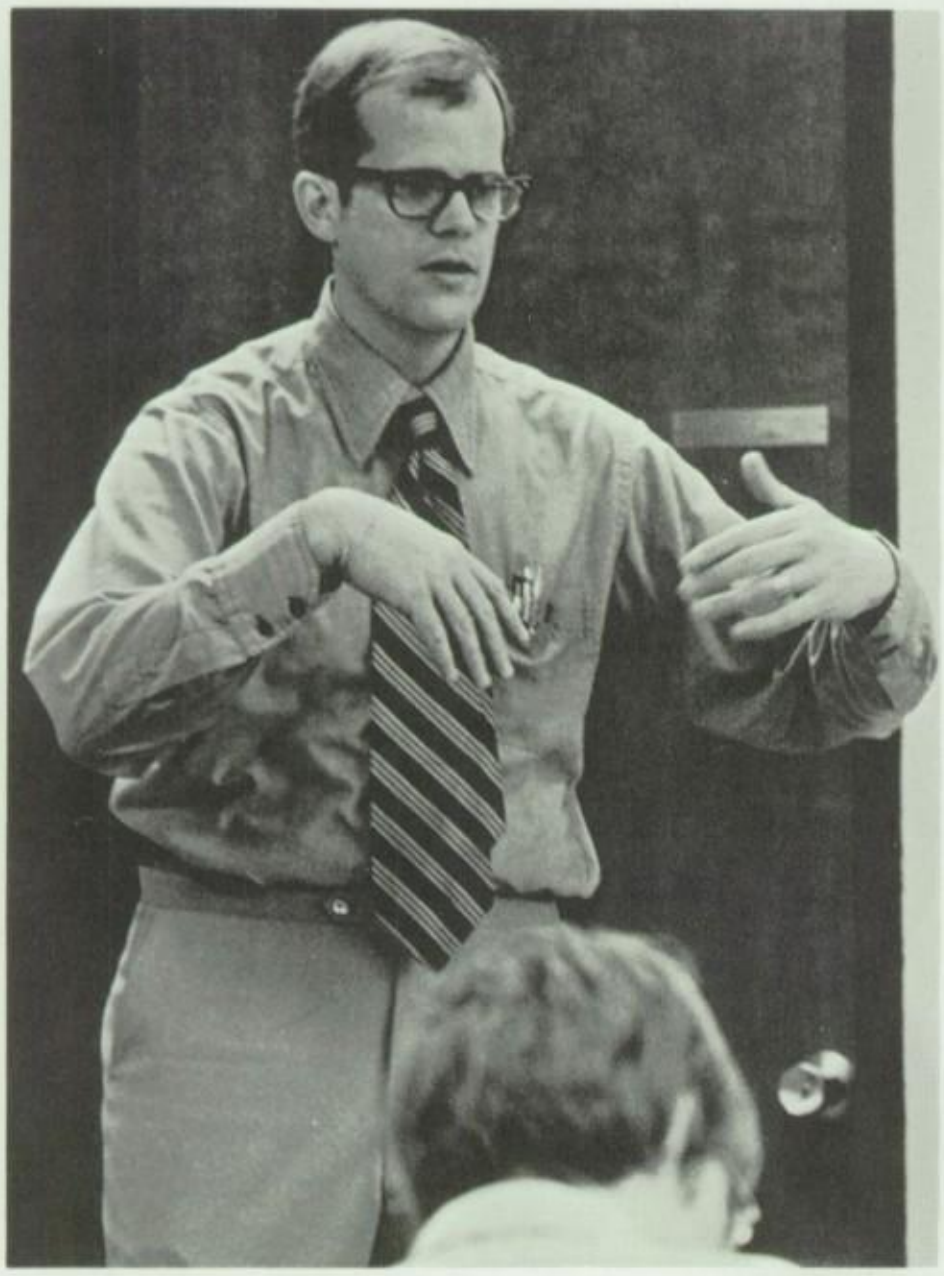


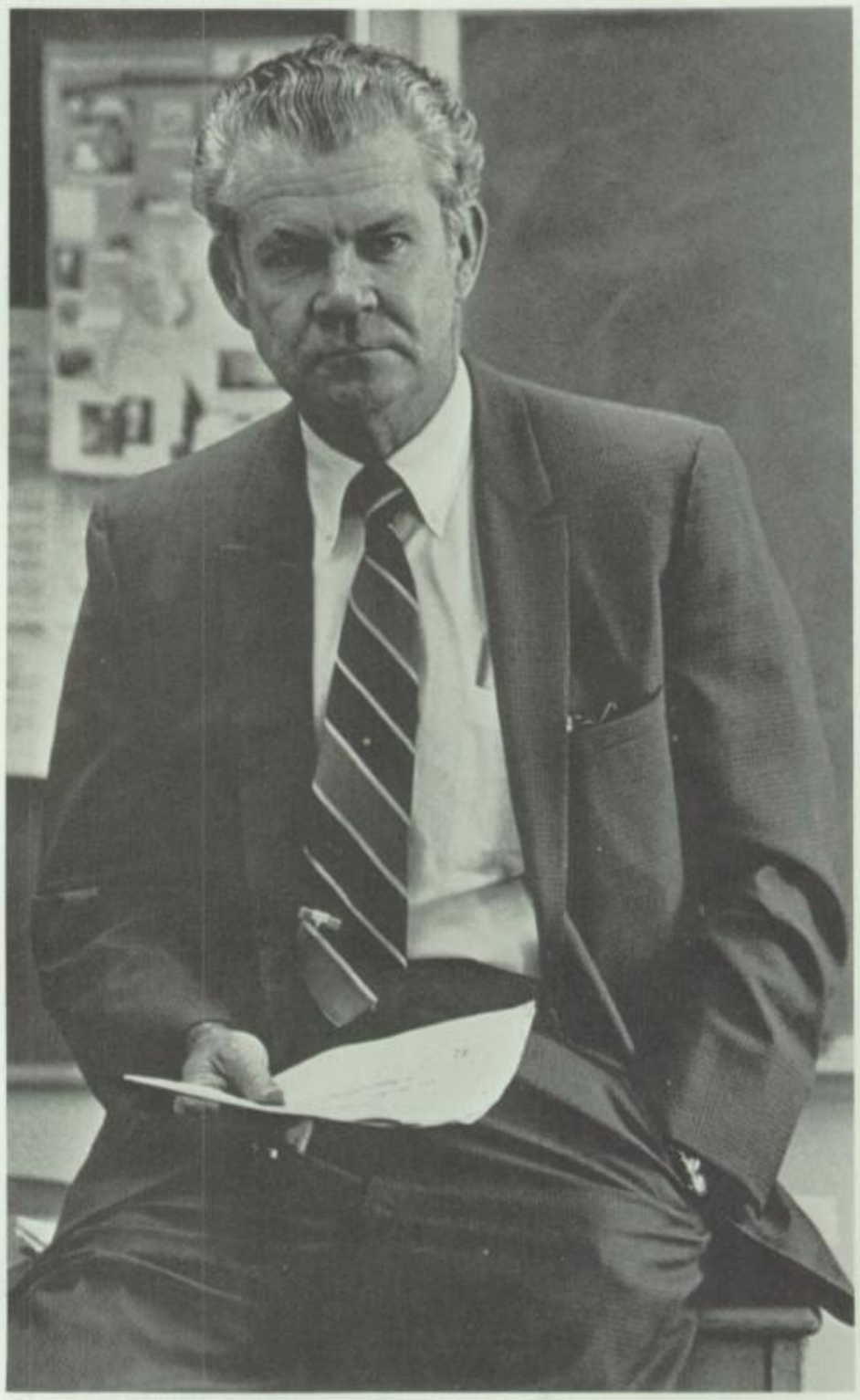
Man does not have a nature, only a history.

William Beckett



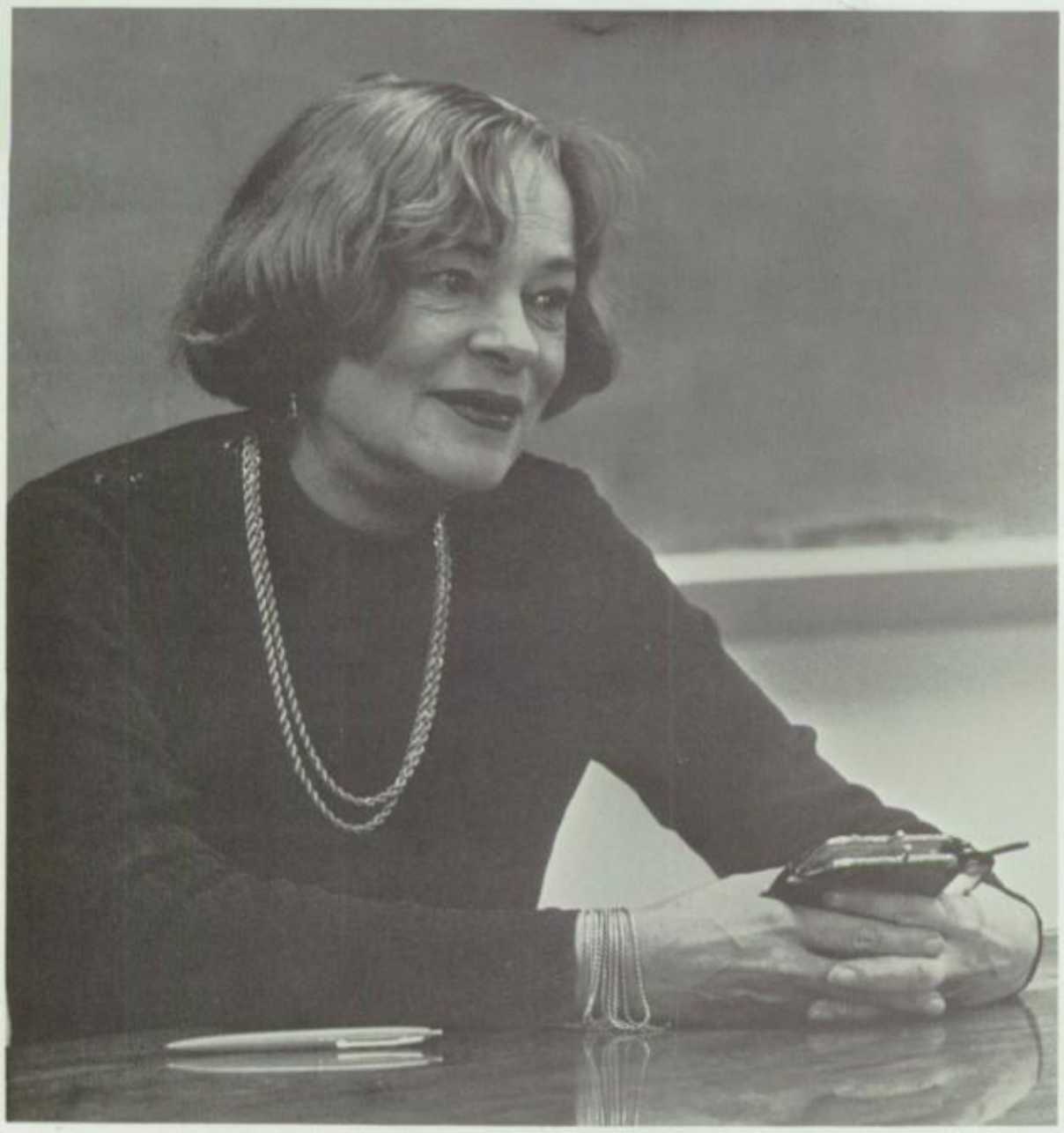
clockwise:
Gil Reynolds
Pat White
Maurice Comtois
David Geddes





clockwise: T. Edward Hicks
John Schirmer
James Ryan

Languages



There are so many cogent reasons for acquiring one or more languages foreign to one's own culture that I scarcely know where to begin. Perhaps a good starting-point would be with the sixteenth century essayist Michel de Montaigne who stated that for every foreign language that a man learned he was privileged to enter and live another life than his own narrowly-circumscribed one. By that he meant that as we gain insights and perspectives into the cultures and traditions of other races we are led to broader and deeper thinking, richer understanding, and hence to a higher quality in our capabilities of evaluation throughout our world.

In the field of literature alone many fresh and astonishing horizons open up to the person who can read the originals: the flavor of the language, the turn of mind that bespeaks a national characteristic, the selective choice of vocabulary denoting a masterful author, these are pitifully dulled and lost in translation to terms of another culture. For this reason, peotry translated becomes an aesthetic monstrosity since the separate syllables, the sound of the words in the native tongue are an integral part and support of its meaning.

In the visual and plastic arts also, painting, sculpture, architecture, evenin music, there seems to be an added dimension, an added subtlety of appreciation and enjoyment if one understands, natively, the background from which the artist derived.

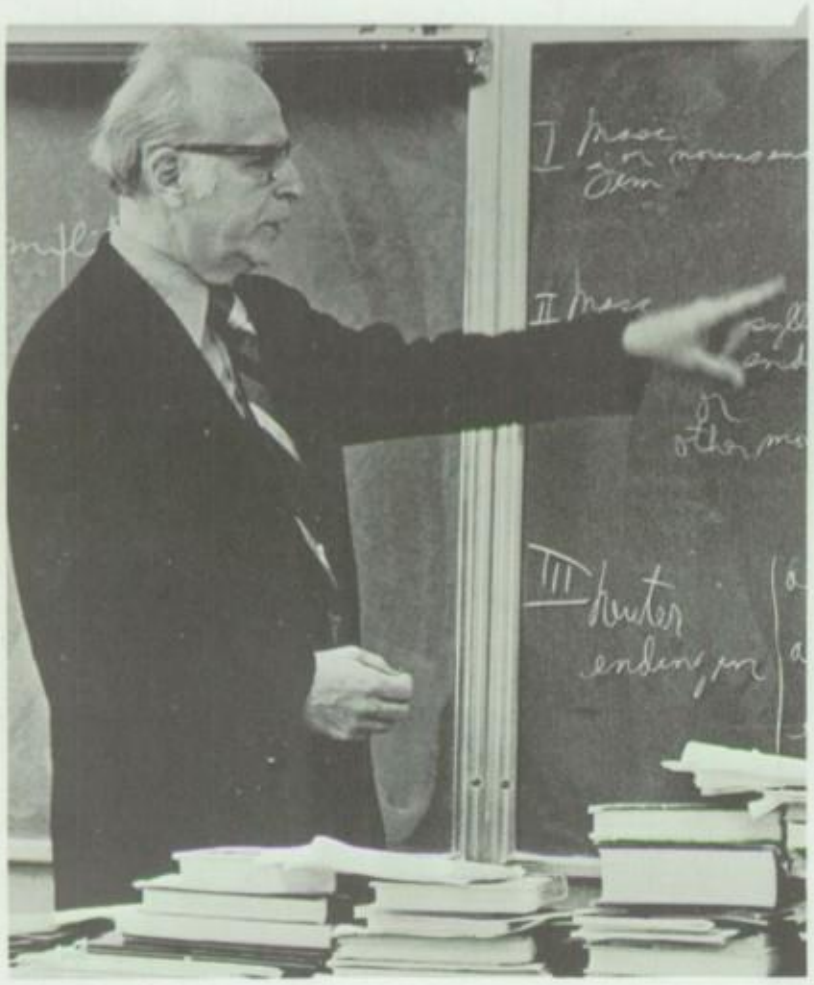
And in the field of travel it is already axiomatic that unless one can communicate with the natives in their own tounge one misses at least half the pleasure one might have had, and will feel strangely "deprived."

A more mundane and materialistic view now held by many is that as the world grows more international each day skilled linguistists are needed for foreign branches of industry, banking, statesmanship, journalistic reporting, magazine reviewing and so forth. The "plums" go to those who are ready for them...

Marianne Moore
Chairman, Language Dept.

top: Marianne Moore
bottom: Anthony Strub

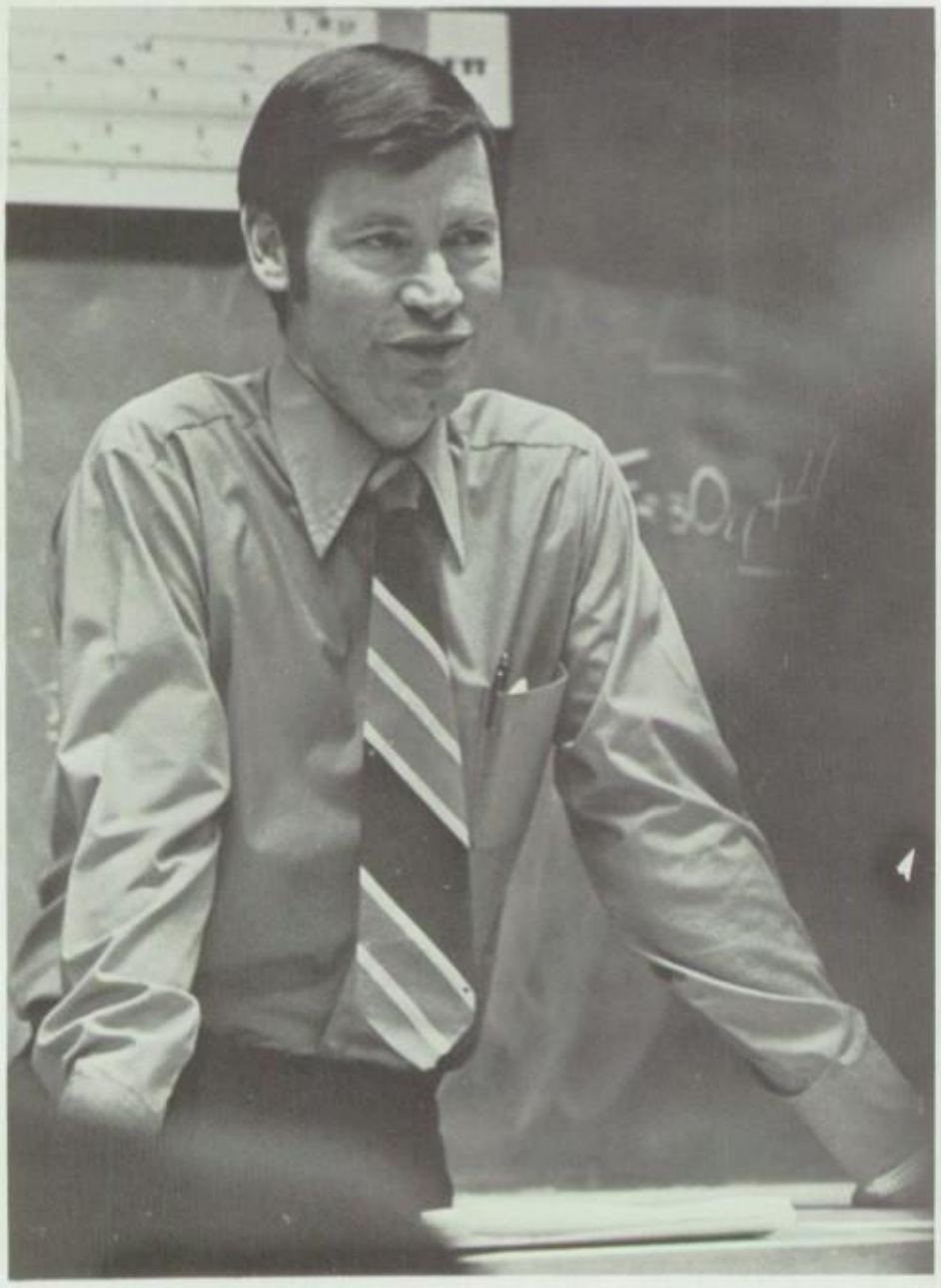
clockwise: Ed Wucker, Mr. David Randall, Maurice Comtois.



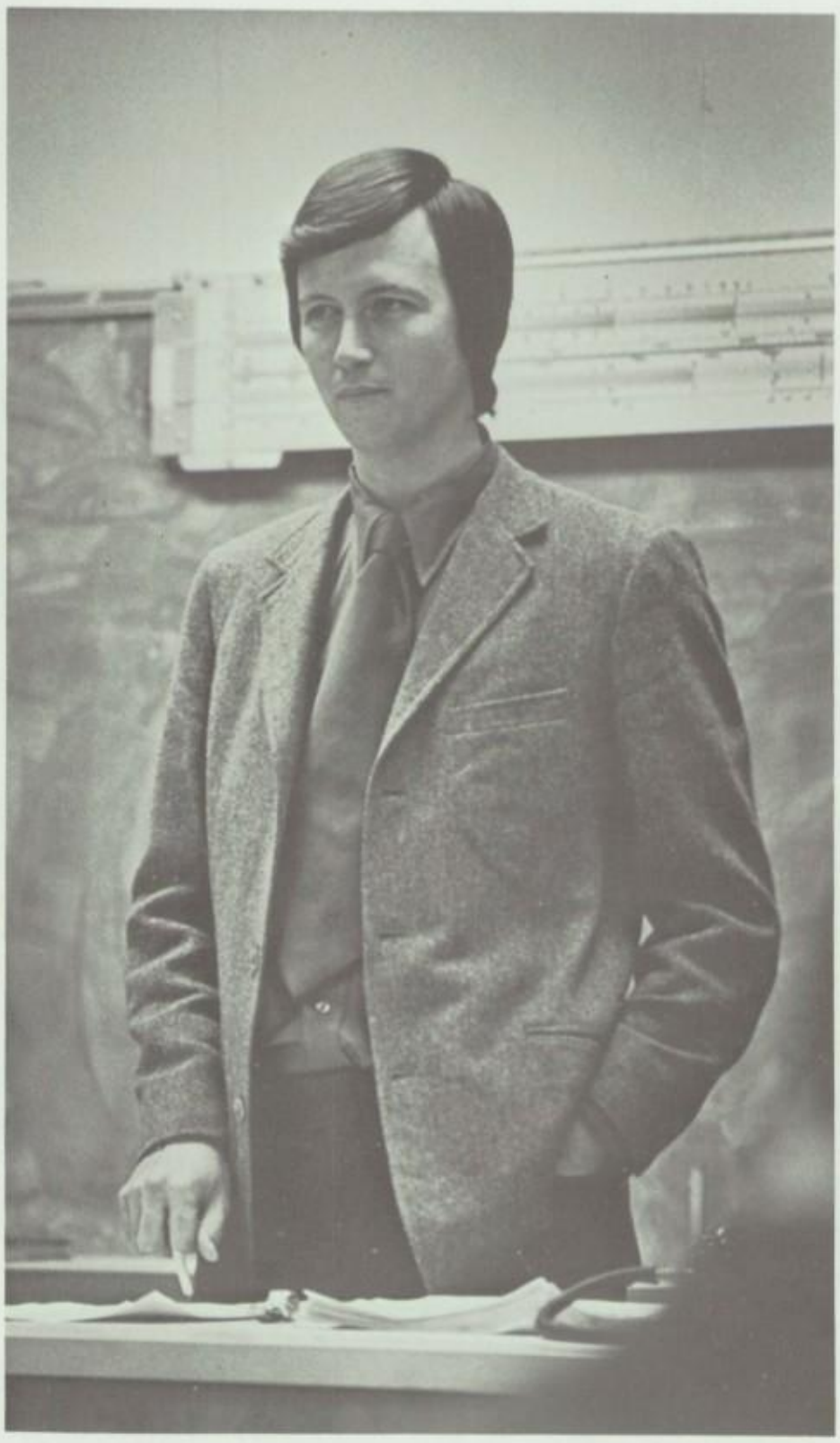
German was the language in which to address horses, French to converse with statesmen, Italian to talk to women, English to call the birds; but Spanish was the only language in which to address kings, princes, and God.

Charles V

Science



left: Fred White,
right: Marvin Van Leeuwen



The faculty of the science department at Pem-Day seek to accomplish the following objectives:

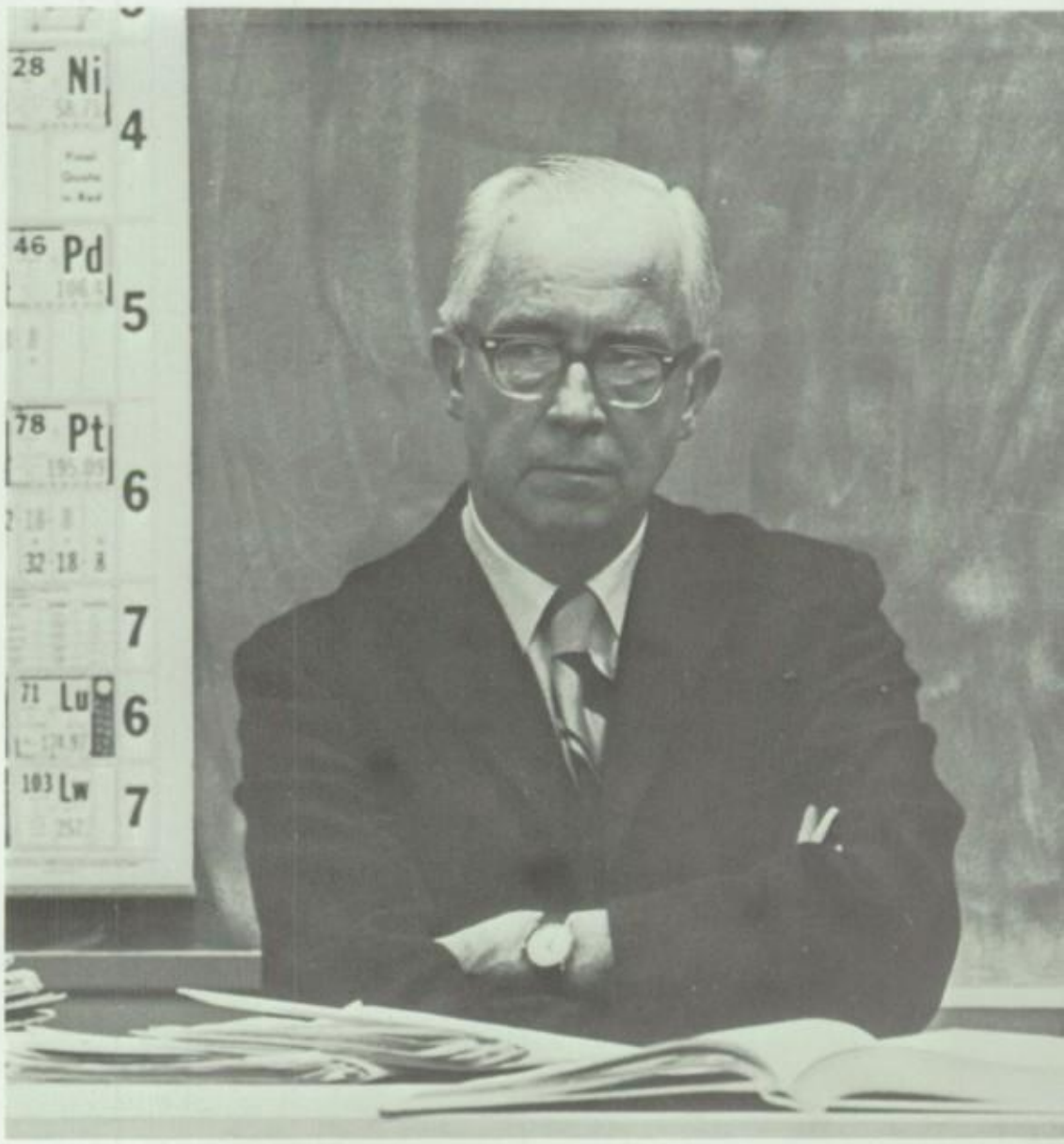
To establish a broad awareness of the basic concepts in several fields of science such as life science, earth science, basic physical science, biology, chemistry, and physics.

To enable the student seeking a scientifically based profession to enter advanced college work with a sound preparation.

To enhance a high level of scientific literacy in tomorrow's citizen who will be making important decisions at the polls regarding such issues as energy sources and usage, pollution levels, population quotas, radioactive waste disposal. plus decisions as a consumer of a wide range of products of science and technology.

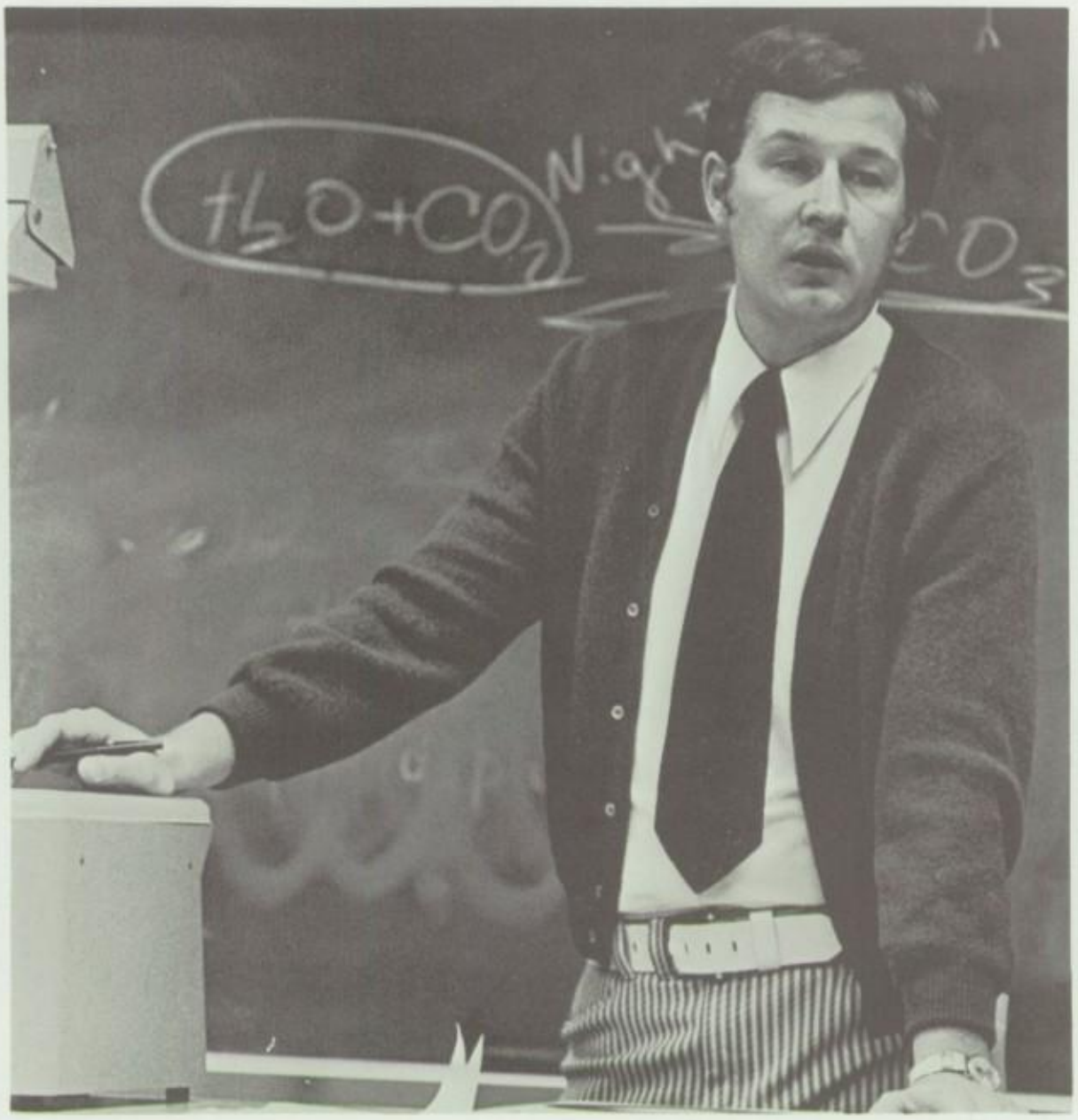
Future plans would include staying abreast of the latest developments in science curriculum and methods, equipping our laboratories with modern materials, and continuint to do the best job that we can with our students.

Fred White
Chairman, Science Dept.

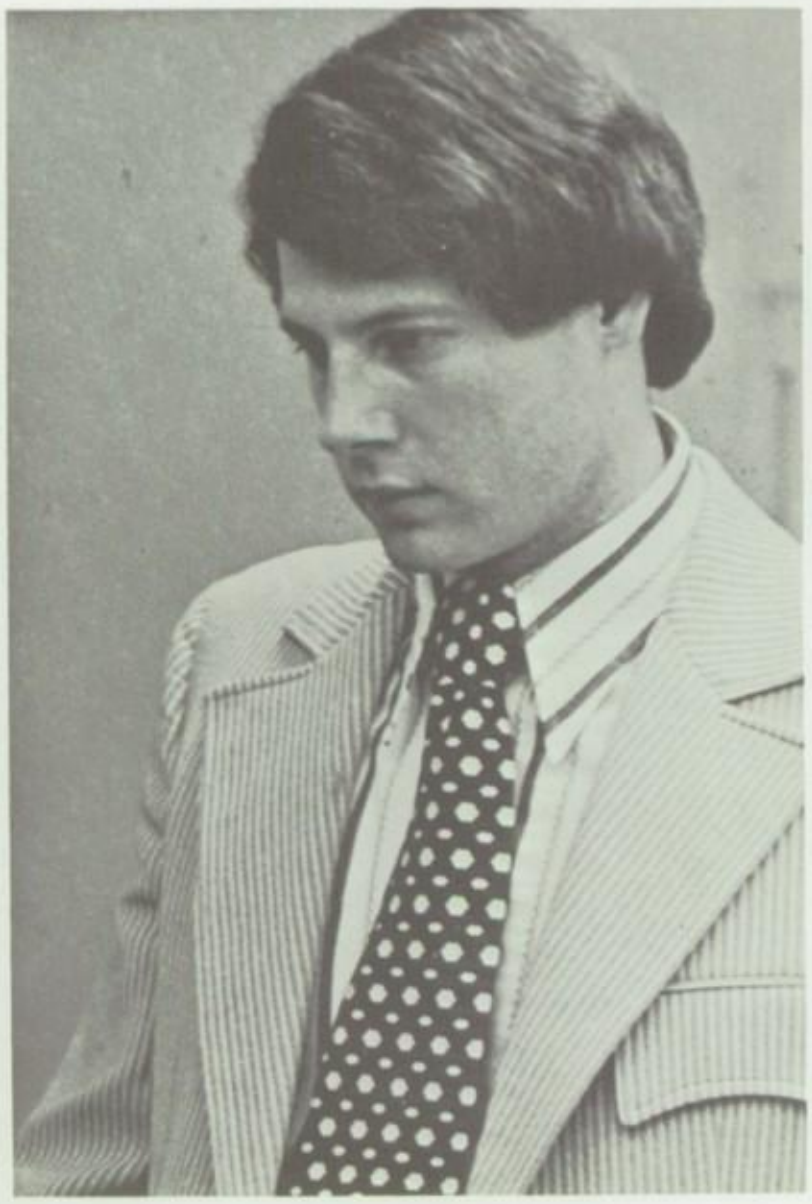


It is the nature of scientific progress that the functions of autonomous man be taken over one by one as the role of the environment is better understood.

B. F. Skinner



clockwise: Craig Maughan, Lee Flappan, Roger Mayhew, Cliff McWilliams, Kevin Madden.



Now I a fourfold vision see,
And a fourfold vision is given to me;
'Tis fourfold in my supreme delight
And threefold is soft Beulah's night
And twofold always. May God us keep
From single vision and Newton's sleep.

William Blake

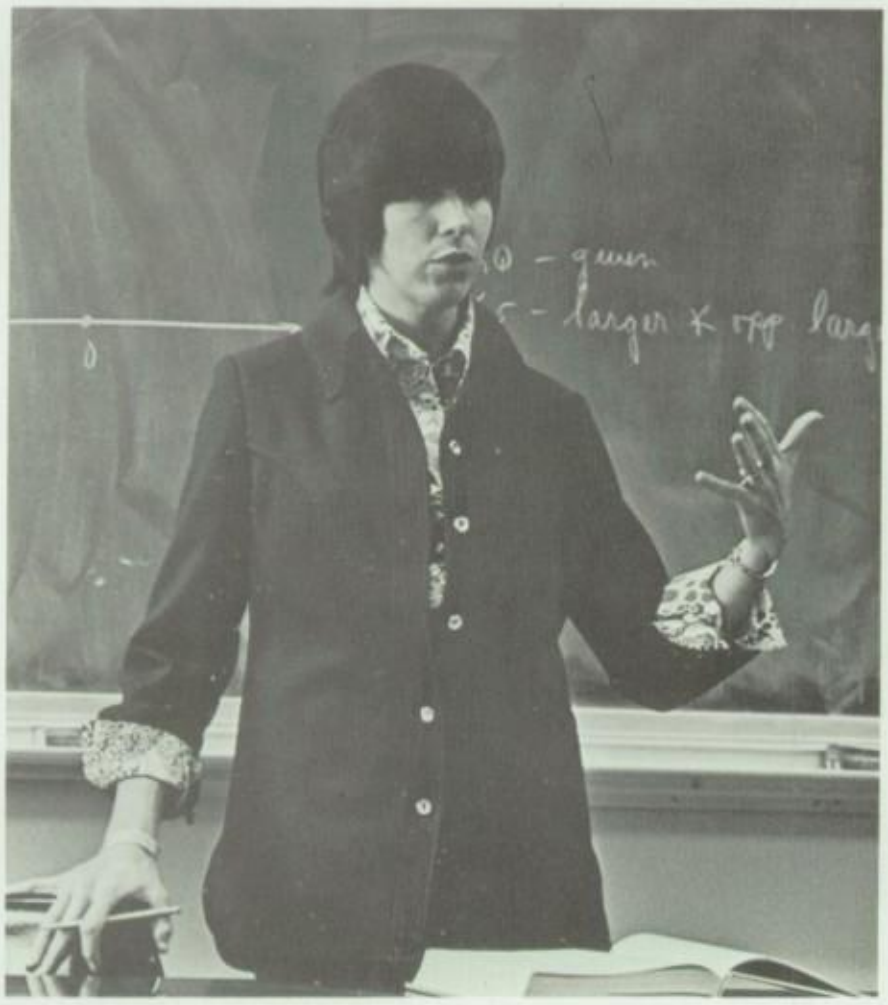
Math

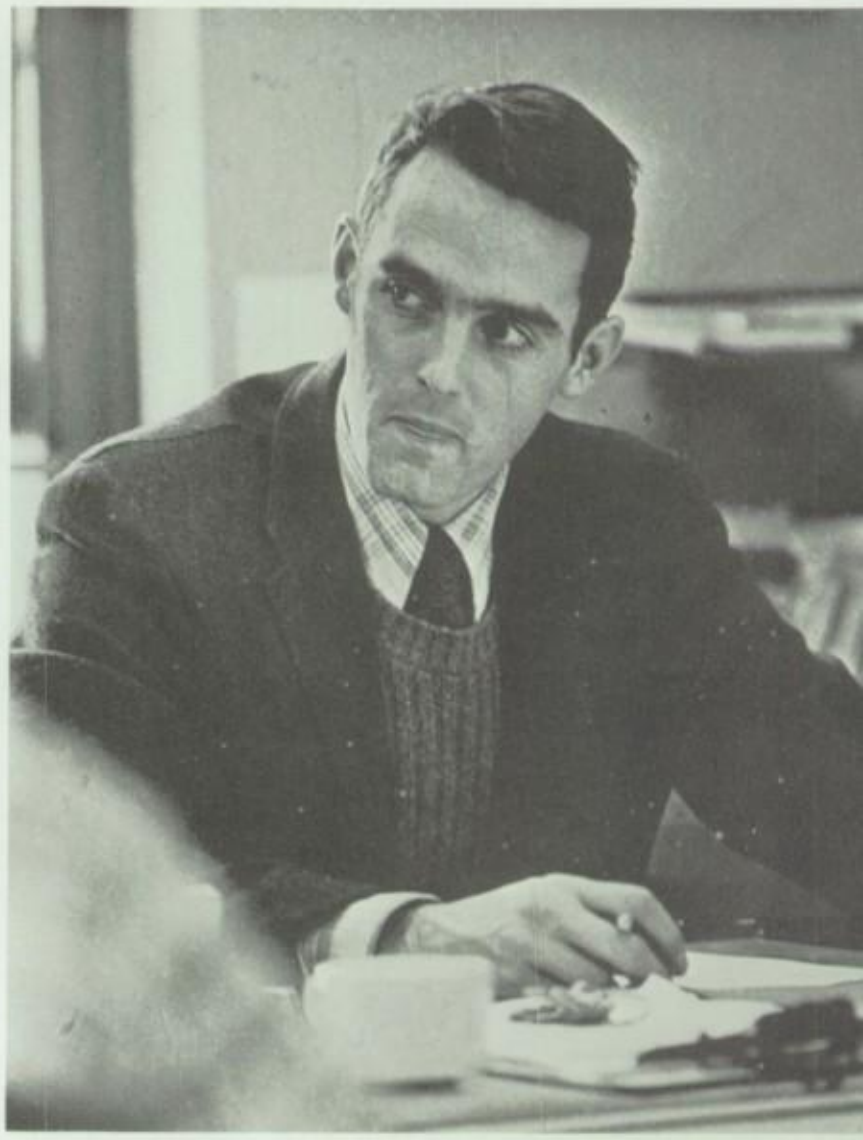
Because mathematics has left its imprint upon so many aspects of present-day civilization, its position in the modern world is a fundamental one, and a knowledge of mathematics is essential for a comprehensive understanding of current life and thought.

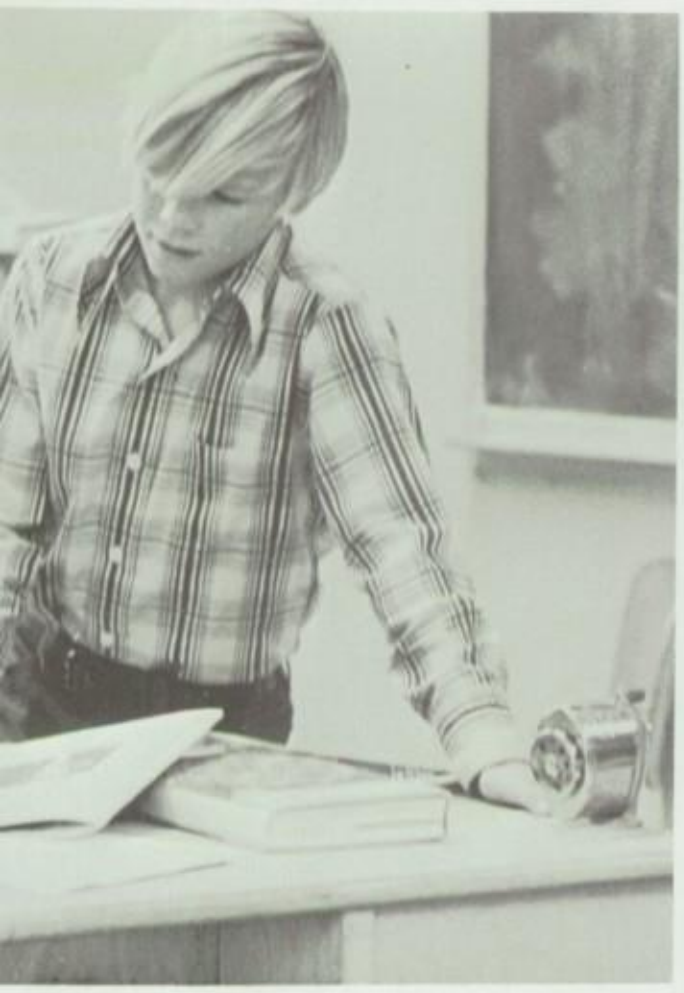
Acquiring the beginnings of a knowledge of the content of mathematics, an introduction to the methods of "ways of thinking" required by this subject and an appreciation of the beauty, power, and applications of mathematics is the goal of each math course at Pem-Day.

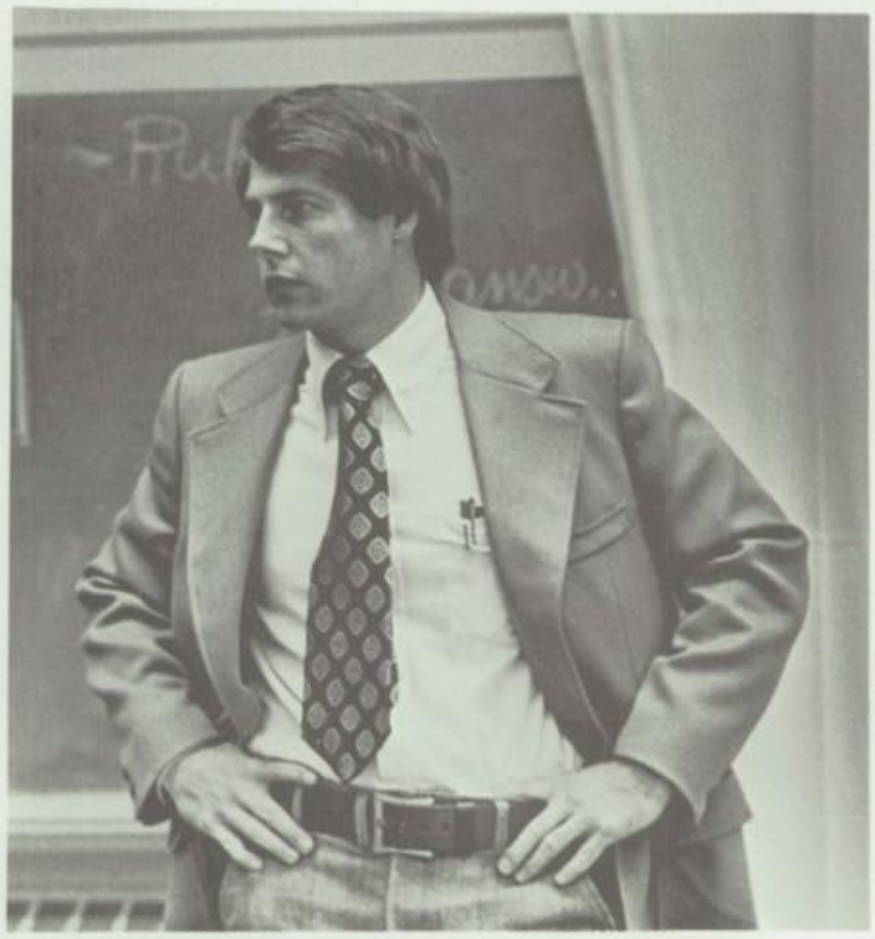
After completing the necessary Algebra I, Geometry, and Algebra II sequence, several options are available in the junior and senior year. The student may choose to begin his study of calculus or he may choose to further strengthen his math skills by enrolling in pre-calculus. Computer programming is available to those who are interested in this field. Other math courses, such as stastics, are offered depending upon student interests.

Joyce Finan
Chairman, Math Dept.

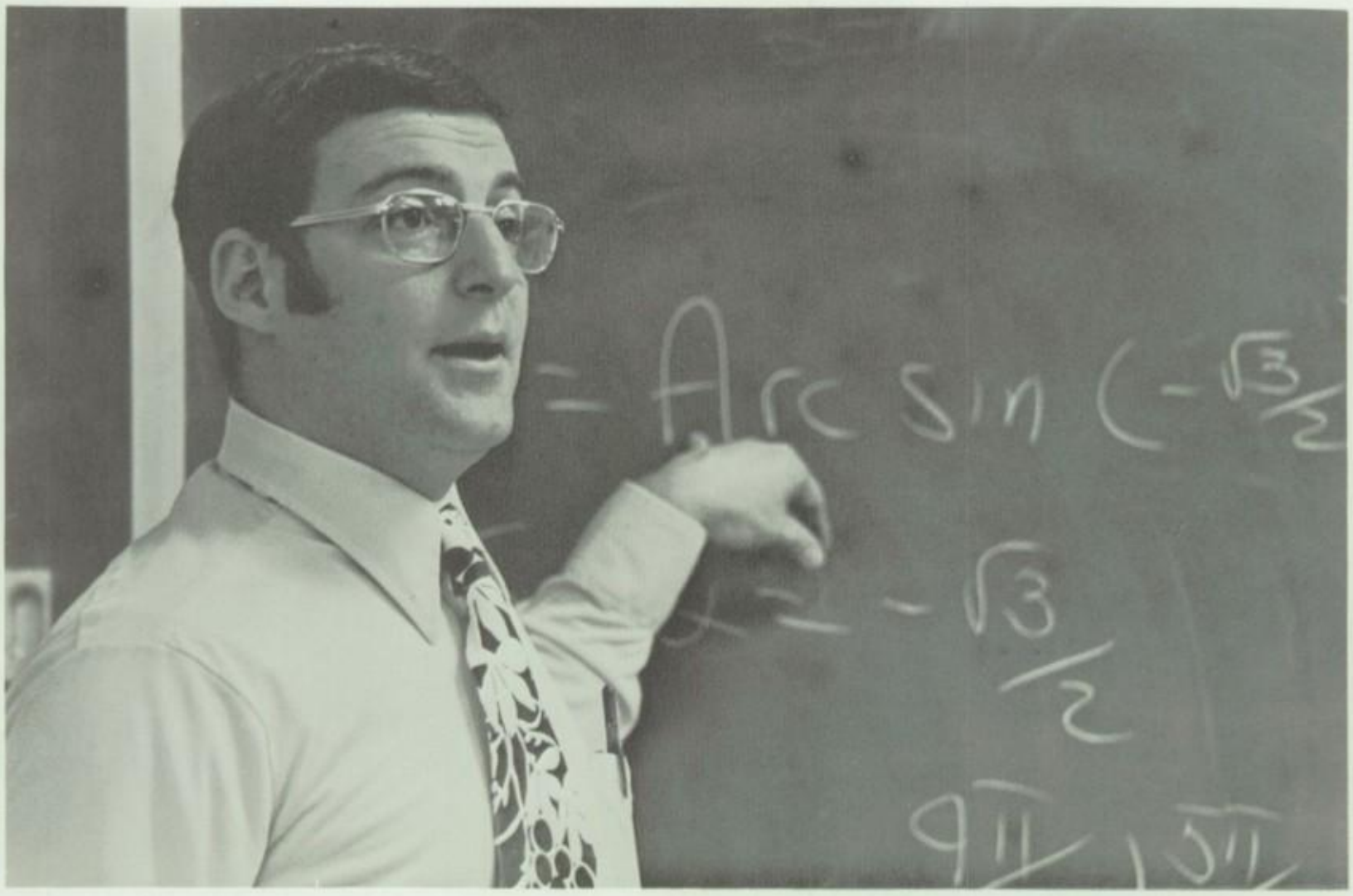




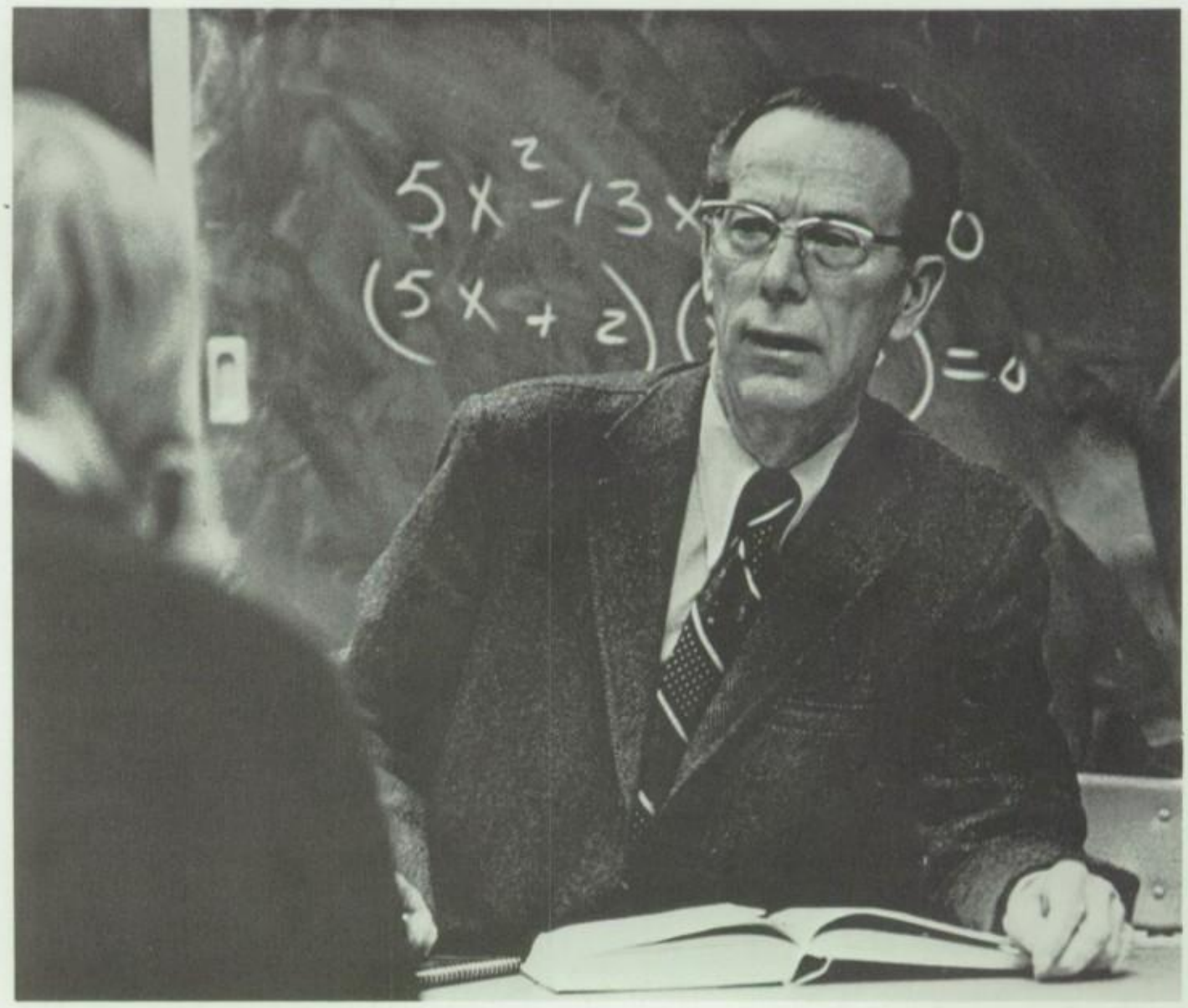




clockwise: Bob Gleeson, Cliff McWilliams, Craig Maughan, Mark Capaigne, Joyce Finan.



Above: Bob Hicks
At right: Ed Schoonover



Pure mathematics do remedy and cure many defects in the wit and faculties of individuals; for if the wit be dull they sharpen it; if too wandering, they fit it; if too inherent in the sense, they abstract it.

Sir Francis Bacon

Coordination

The Coordination of a boys' school and a girls' school realizes, in macrocosm, most of the peculiarities of boy-girl relationships in general. What's going on between these two? Casual holding of hands (occasionally perspiring)? Going steady? Furtive intimacies (do the parents know)? Vague promises of marriage? Difficult questions. Will he find it to his advantage to cultivate alternatives and leave the faithful bride (borrowed and blue) waiting on the church step? Will she assert her own independent prerogatives long before that and retire to a strong and lonely self-sufficiency? "We wonder if. . ." Meanwhile, God help us if the bus breaks down.

The future aside, and more to the point: Is the female an easy mark? (If so, let's go!) Does the male (notwithstanding the cattle calls– how like him!) promise mystery and intrigue? (Even so, let's go!) And so what if the bus breaks down.

Male math or female math? (Aftermath?) To elect, or not to elect (or shall we Hum a few bars this time around?) Query: if all the PD's who sleep through Sunset classes were laid end to end, would they not be more comfortable? Said the old to the young, "I liked it in the days when one could study without such distractions" (was it Benedictine or Carthusian then, sir?) The ladies' room? Down the stairs and to the left. (We are not unprepared for this, you see.) And the next thing you know – remember New Jersey and the Little League – they'll want to go out for soccer. "You mean all you do is read? Anything? Wow!" And all the streakers nonetheless, were male.

A thorny courtship it was. The parents willing enough, but the in-laws not talking except at the annual reunion (and then only of myopia and the usual aches). "If only their footnotes were compatible – that would solve everything!" In the interim, inquiries by the telephone. Most for, some against, and always the galling click. Nagging questions: "Is she good enough for him?" (Count on him to show up in blue jeans!) From other quarters: "Can she change him – afterwards?" (Women have a settling influence.) And the arrangements: "Shall we invite the distant cousin?"

Meanwhile and oblivious, the principals in this drama are to be observed going about their affairs with inexplicable spontaneity. Only the parkway seems to come between them.

Anonymous

In 1972 Pem-Day, in coordination with Sunset Hill, decided to offer mini-courses in place of the regular academic classes during the entire month of January. The month was so successful that the two schools decided to offer the program in 1973 and again this year with the addition of rotating classes. (Two regular second semester classes met each morning on a rotating basis.) One of the benefits of our coordinate program with Sunset is the increased variety of course offerings. This is particularly true for mini-courses. When course descriptions went out to students in early November there were over 125 different courses to choose from. Mini-courses offer exciting opportunities to take advantage of the talents and interests of people other than our faculty members. Alumni and parents have been very generous in volunteering their time to participate in the program. A number of our students have taught mini-courses as independent study projects. The opportunities to increase student exposure to the community and to bring the community to Pem-Day are fantastic. In addition to broadening the curriculum and utilizing parent, alumni, and community resources, mini-courses have increased opportunities for coeducational classrooms, capitalized on faculty interests and specialities, and developed new student-faculty relationships built around interest areas. This year, for the first time, we invited parents and alumni, on a space available

Mini-Courses

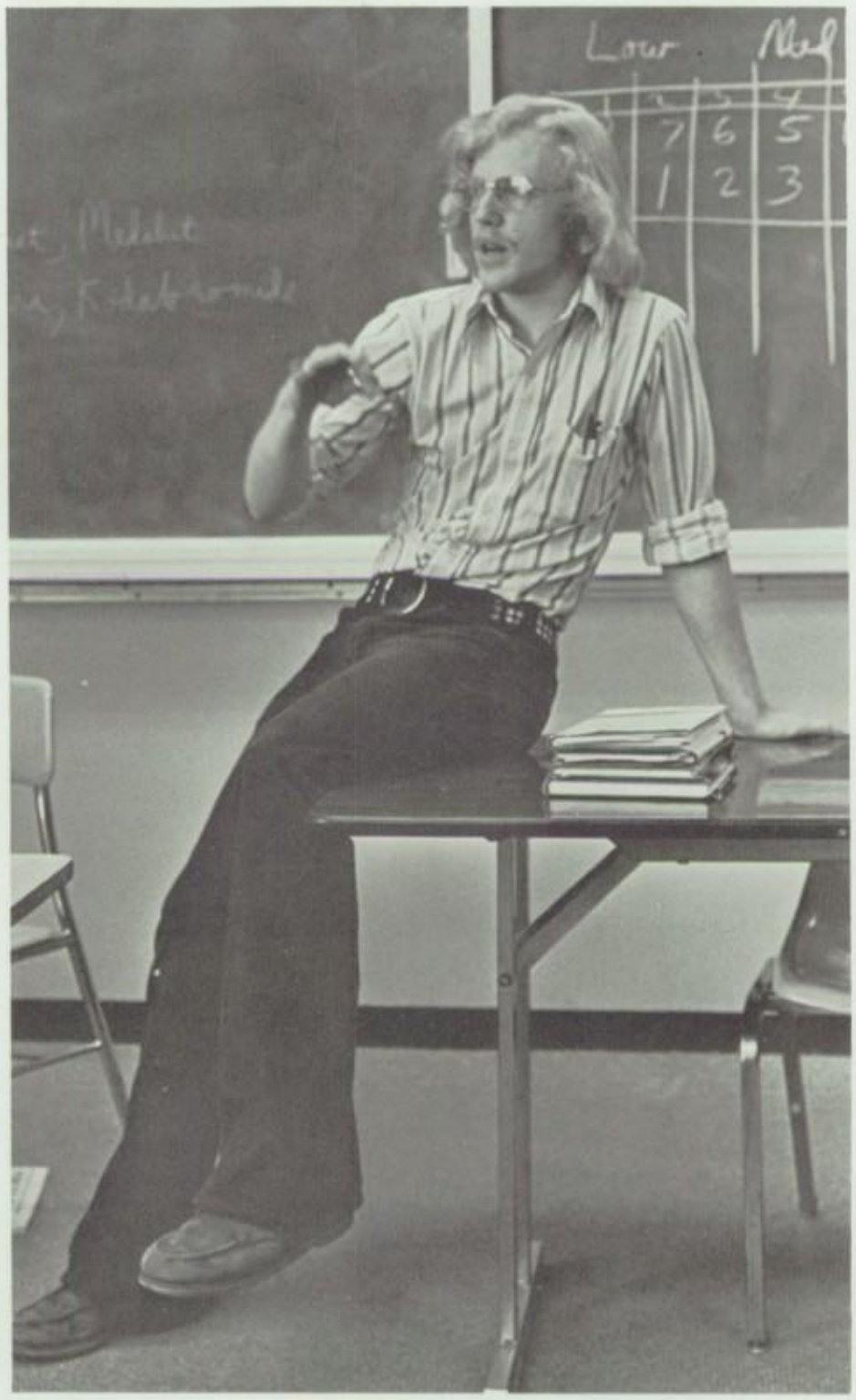
basis, to enroll in mini-courses. Several alumni have become very excited about the possibility of increased alumni involvement as teachers in the program. Mini-courses are, indeed, very appealing.

The January program has actually been three programs in one. It is built around mini-courses but offers as options the shadow program and independent study.

The "shadow program" gave boys the opportunity to shadow different professional people during part of their day. Parents and friends of the school were contacted early in the fall and asked if they would be willing to have a student shadow them. Student assignments ranged from two to five days in sessions of approximately two hours each day. The boys were able to have pre-professional experiences of their own choosing in one or more of the areas of medicine, law, banking, stock market, sales, education, industry, social work, advertising, and general business.

Independent study, as a separate program, actually got its start five years ago when required senior projects became part of the curriculum. Since that time, senior projects have become optional and independent projects have been expanded to include grades 9, 10, and 11. Senior projects have essentially become part of the independent study program and retain the "senior project" designation only for seniors who take the entire month for their project. The success of pre-professional senior projects was one of the factors which inspired the shadow program. This year, in addition to pre-professional projects like those described under the shadow program, students chose creative arts projects in photography, poetry, and woodcarving and academic projects in math, history, and science research.

January has povided a rich variety of opportunities and many interesting experiences, Whether the "January Program" will always remain a separate program in the curriculum, and if it does, whether January is the best time are still unanswered questions. What is clear, however, is that mini-courses, pre-



professional experiences, and independent study are valuable and probably essential ingredients of our curriculum. I expect that we will continue to emphasize these experiences in some important way.

Marvin Van Leeuwen

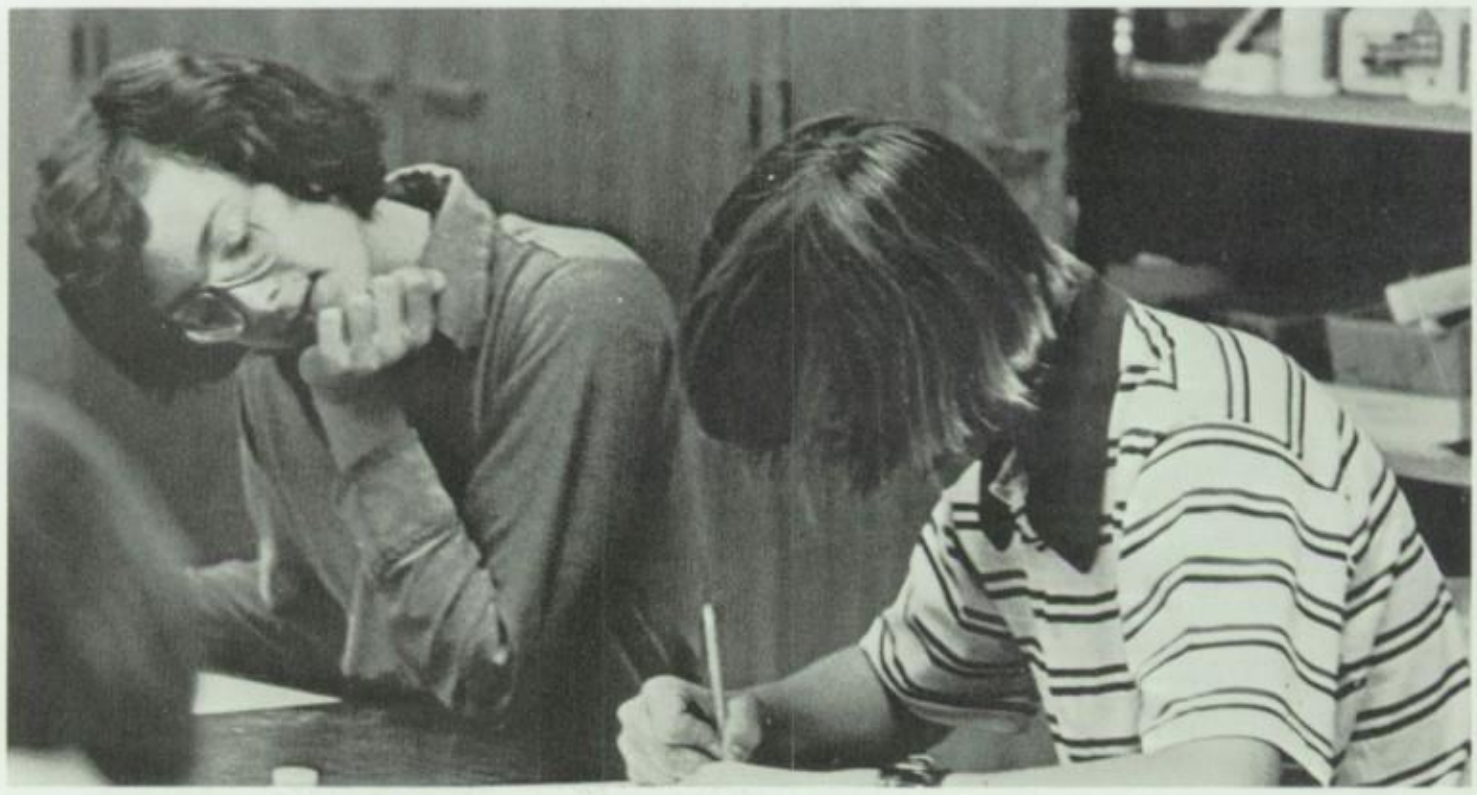
Fine Arts

THE TRUE AND THE BEAUTIFUL ARE AKIN

TRUTH IS BEHELD BY THE INTELLECT WHICH IS APPEASED BY THE MOST SATISFYING RELATIONS OF THE INTELLIGIBLE; BEAUTY IS BEHELD BY THE IMAGINATION WHICH IS APPEASED BY THE MOST SATISFYING RELATIONS OF THE SENSIBLE.

~J. JOYCE

Studio Art



When Don Adams came to Pem-Day in September, 1973, he found himself facing a rather acute challenge of fashioning an art program capable of becoming a solid, accepted part of the upper curriculum. Plagued at first a lack of facilities and residual student disinterest, one would think that Mr. Adams must have felt some disillusionment.

However, upon conversing with Mr. Adams in early March, his enthusiasm for his solution to the aforementioned challenge becomes evident. The Studio Art program is a solid, accepted part of Pem-Day's upper school curriculum. Students in Adams' classes study "how and why art is made". They are introduced to drawing, painting, woodblock printing, ceramics (both sculptural and utilitarian), and are given opportunities to express themselves in a visual medium of their choice. "Originality cannot be overstressed" says Adams, who is especially concerned with development of the individual's artistic consciousness versus the refinement of technique through copying.

Adams, as Chairman of the Art Department, also teaches middle school art classes and acts as a consultant for lower school art teacher Mrs. Carolyn Taylor.

On the subject of future plans, Adams' eyes light up at the mention of expanded facilities, perhaps a new art center. He foresees an expanded art curriculum with more specialized course offerings, and perhaps additional art personnel.

"Why do we have art classes at Pem-Day? Indeed, why do we concern ourselves with this subject at all?! I hope the answer is obvious to all since in every direction we turn one kind of art or another will be there serving and fulfilling so many basic human needs.

Through attempting to create art forms an individual can far better understand and appreciate the creative efforts of others, both past and present. There is also a built-in desire for most people to draw an image or apply color in some meaningful way to a canvas. Sometimes just the feel of clay in one's hands or the smell of wood as he carves it evokes a satisfaction unlike any other experience in the world."

*Reprinted from "Art is Here to Stay"
by Don Adams

Since art serves as a strong expression of a student feeling, the following is a sampling of both visual and literary art by Pem-Day and Sunset Hill students.

A HUMOROUS VILLANELLE FOR BAD LITTLE BOYS

Get up and walk like a man they said and shot him through the leg.
They left him there all day and night until the sun rose red.
They reached into his womb of mind and gutted out the egg.

The pain was slow and burning fire as all night long he bled.
The cells of souls of sky and sea both cried out to be fed.
Get up and walk like a man they said and shot him through the leg.

He felt the strength was leaving him; his body was in shreds;
His mind, he felt, was tired and wanted lifting from his head.
They reached into his womb of mind and gutted out the egg.

He moaned and felt the agony of all they'd screamed and said
But after that, and after all, he felt no more, was dead,
Get up and walk like a man they said and shot him through the leg.
They reached into his womb of mind and gutted out the egg.

"Still Life in Salt"

upon my windowsill i have a garden.
it is composed of piles of stones and
shells and driftwood;
all of which i discovered a yearorsoago.
the only life in the garden is
a delicate peachfuzzzz of coolgreenmoss--
which sprouts occasionally.
o, i suppose it's not technically a garden,
so, we'll call it a fishless aquarium.
sometimes i can sit
with a pile of calicocat in my lap
and listen to the clicking tongue sounds
of an electric-fan plus bamboo win-chimes combo.
i dreamed i planted rosepetals in the earth-
but only singlethorns grew.
mice were eating bitsofmoon
and bats hung on the end of
a fountain which dribbled sequins.
'twas quite bizzarre. . . .
"And She had cold cream on her soul and
toothpicks in her heart and
at age 108 the Little Lady met her tragic end
when she tried to walk thru a mirror."
people oftentimes remind me of scratched records.
you can try and figure out the lyrics only so long-
before you give up. (or at least get dizzzzzy).
i think it's raining outside now.
i went to the window and pressed my cheek
against the pain.
but soon all my features were undefined and
they ran in fleshy dripping
down into
my moss garden. (which never was)
The Clock's Still Tocking. . . .

UNFOLDED FESTIVITIES

unfolded festivities
before the masses
devouring
thrusting
jerking
writhing in anquish
rolling in mirth

stomachs filled with knives
heads screaming with pain
while the soft rain
falls down
on the sea
and on the ground

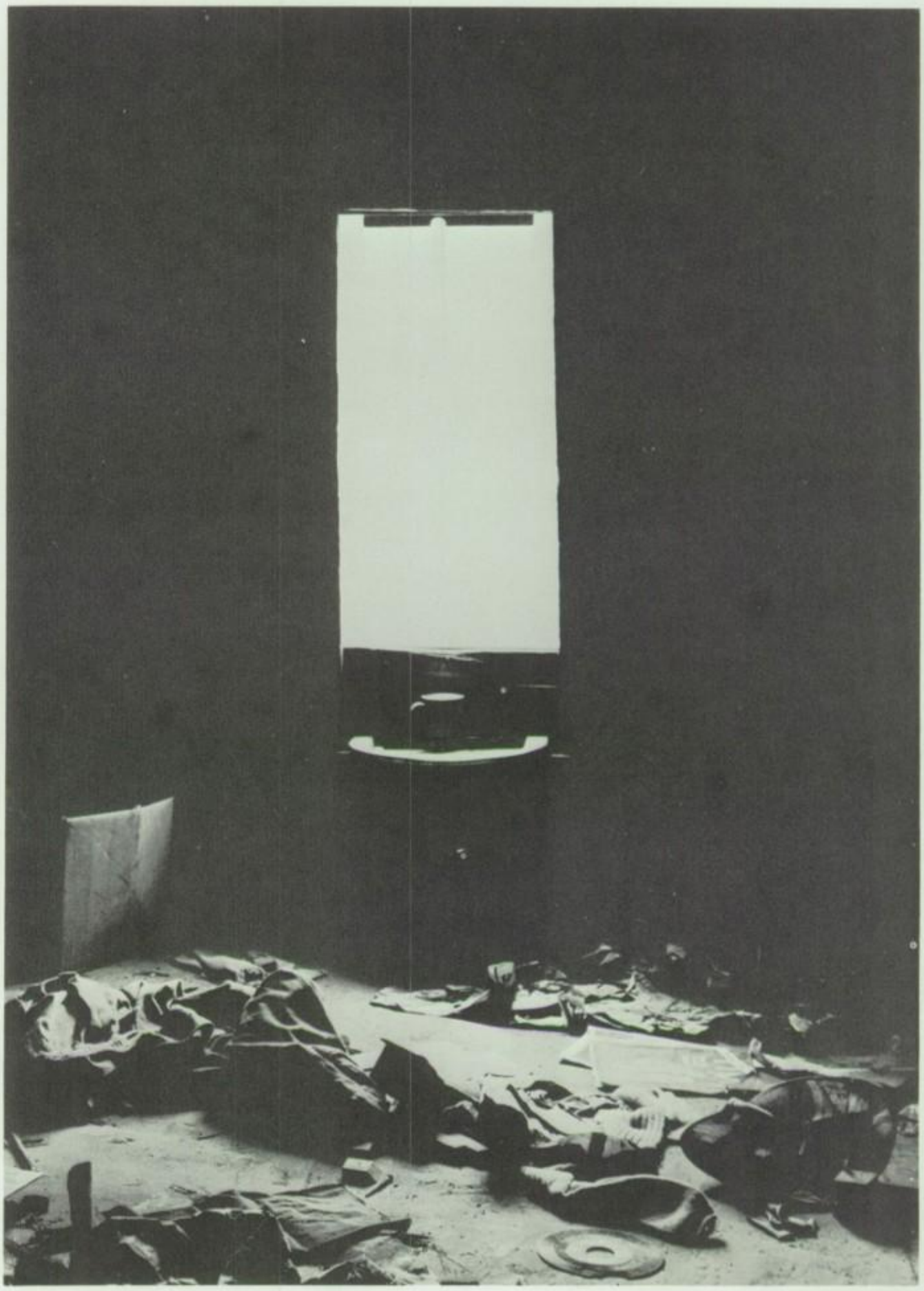
washing the streets
of mud and snow
as the festivities
cleanse the minds
of the masses
with cherry pies
and mustard.

AN OBSERVANCE

It has been raining
for
several days now.
It is dark as
the rain pelts
the rain gutter
slate roof
lead-lined windows.

A cat,
soaked by rain,
its fur bedraggled
wet and cold
scratches at the door
the window
door again.

As the night moves on,
so seems the rain,
decreasing
drop
by
drop
until by morning,
the summer sun
shines
through ornate silvered
silence.



THE INVALID

Hot silent now
he fills his
sterile room.
The hospital
throbs without him.
Fed and watered
through plastic tubes,
he surrenders
eyes to sleep.
Last night,
caught by the nurse,
his head propped,
half-tilted
through the window
straining for
the sound of cars.

Brecht on Brecht

Bill Boteler
Blair Johnson
Julie Kemper
Denyse King
Mike Levin
Mone Weaver
Kent Martin
Jim McCarten
Jack Rees
Catherine Reid
Sherree Ross

Animal Farm

Sherree Ross
James McCarten
Bill Botler
Denyse King
John Moffitt
Mike Levin
Catherine Reid
Becky Brimacombe

As You Like It

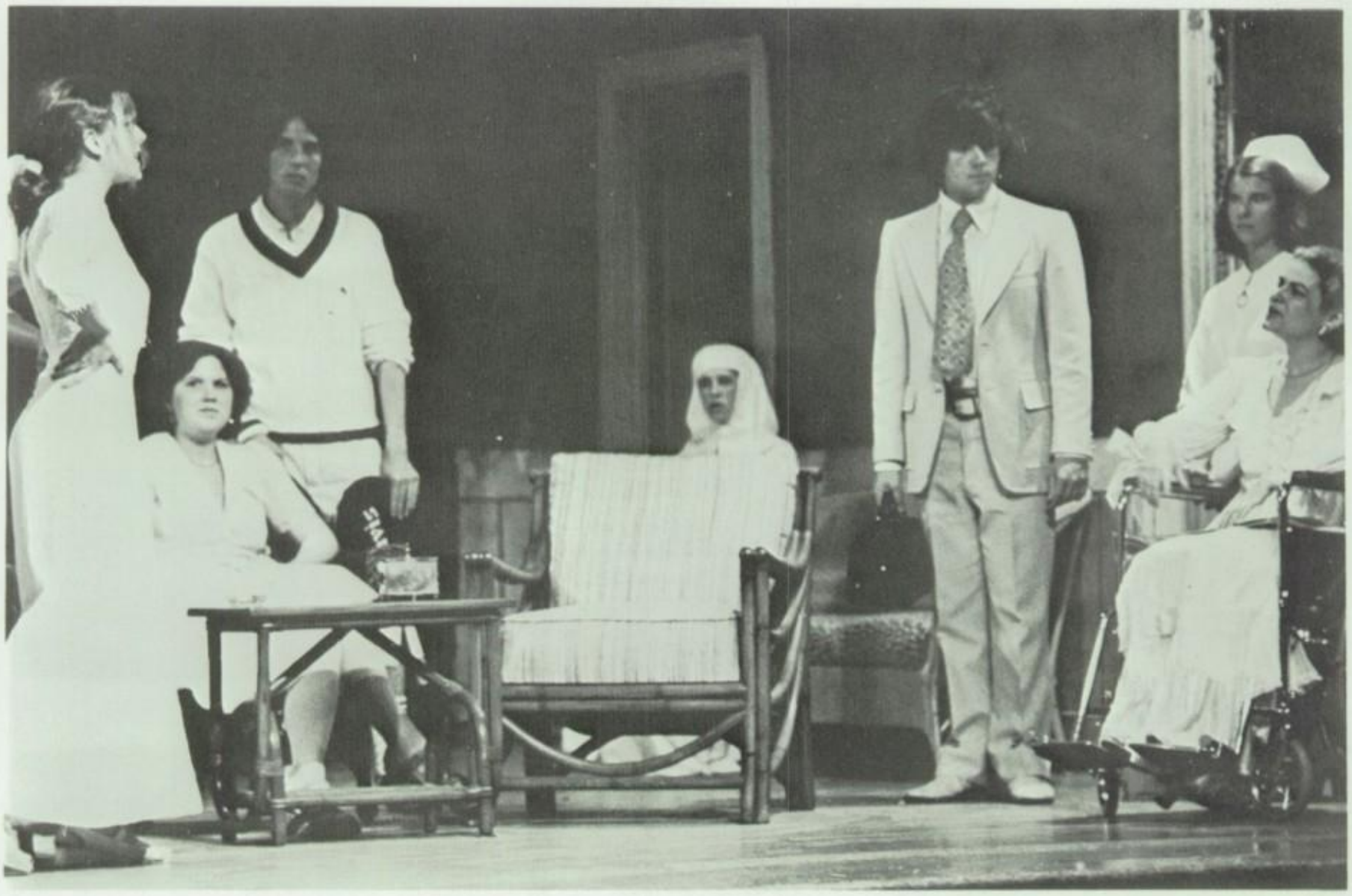
Bill Boteler
Blair Johnson
Jill Koenigsdorf
Mike Levin
Reg Bulkley
Peggy Kline
Bruce Nicol
Phil Rix
Anne Duffy

Kell Robinson
Emily Fowler
Mark Piedimonte
John Moffit
Debbie Morris
Sandy Smith
Emily Dillon
Karen Kamen
Barbara Brink

Susan Shopmaker
Rita Romine
Gwen Lichtor
Cathy Beaham
Amy Barnard
Elson Lima
Elissa Snider
Melody Walker

Suddenly Last Summer

Susan Shopmaker
Jill Koenigsdorf
Bill Boteler
Emily Dillon
Jim Smith
Anne Duffy
Mary McGrannahan



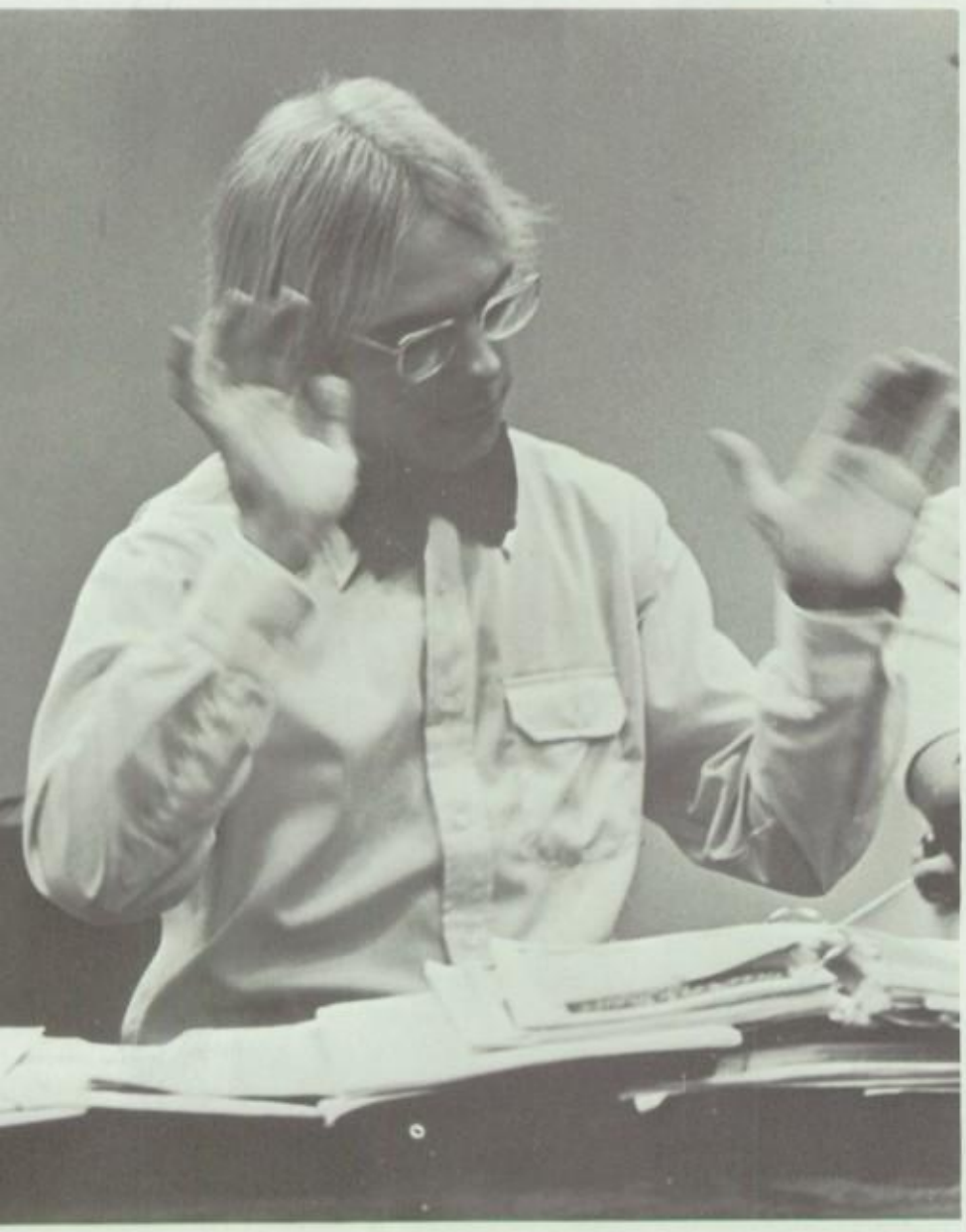
Directed by

Roger Atwell

Glee Club

FIRST TENORS: John Deweese, Mike Levin, Marty Monsees, Jack Rees, Mike Rees, Mike Shaffer, Sandy Smith. SECOND TENORS: Jamie Barickman, Bill Boteler, Karl Bricker, Walt Dietrich, Brian Folk, Geoff Gormann, Elson Lima, Jim MacLaughlin, Richard Sandifer, Jim Smith, Jeff Stacey. BARITONES: Keith Averill, Larry Bates, Bill Edwards, Chuck Finkle, Clint Greenbaum, Tom Hatfield, Bill Hughes, Greg Lindstrom, Jim McCarten, John Moffitt, Ralph Munyan, Scott Nelson, Tom O'Hara, Doug Jones, Mark Piedimonte, Peter Powell, Robert Schultz, Charles Seibel, Rich Wiles, John Young, David Zimmer. BASSES: David Barnard, Joe Beatty, Brian Crockett, John Edwards, Mark Eisemann, Bill Hornbeck, Blair Johnson, Jim Kaplan, Ted MacLaughlin, Morgan Olander, Randolph Oliver, Mike Peterson, Kell Robinson, Chris Schupp, Dima Smirnoff, Mark Vogel, Bruce Wasserstrom.

Daniel Hathaway, director



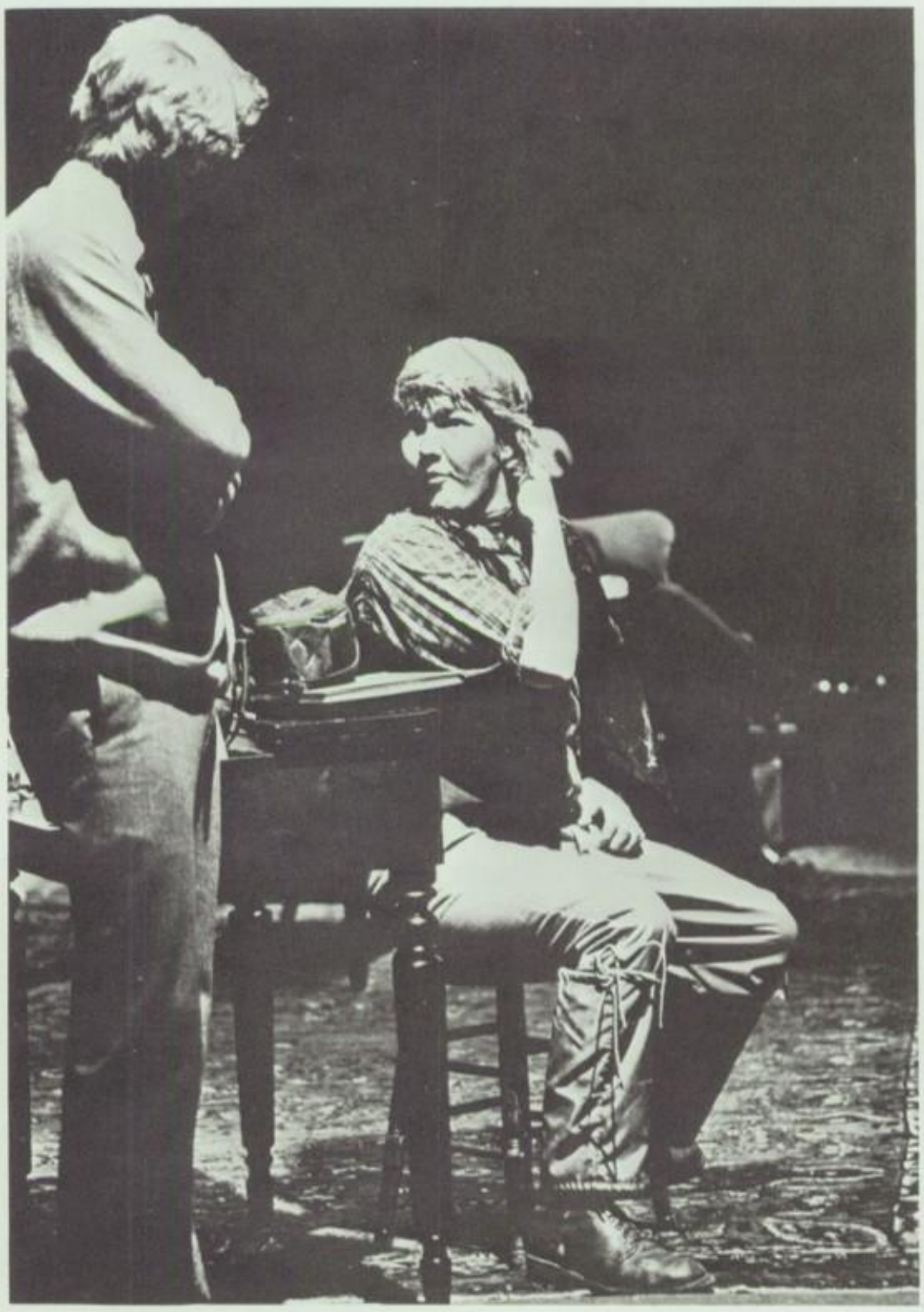
I have sung or conducted "Glorious Appollo" in a train station on Osaka, on a mountaintop in Colorado, in a crumbling gymnasium in the Philippines, in front of an elephant in Ahmedabad, in an amphitheater in Jerusalem surrounded by barbed wire, and lately, in a chapel, a dining room and a parabolic whatever in Dallas-Ft. Worth. Whatever the surroundings (and they were often ironic), the message was the same: "music inspiring unity and joy."

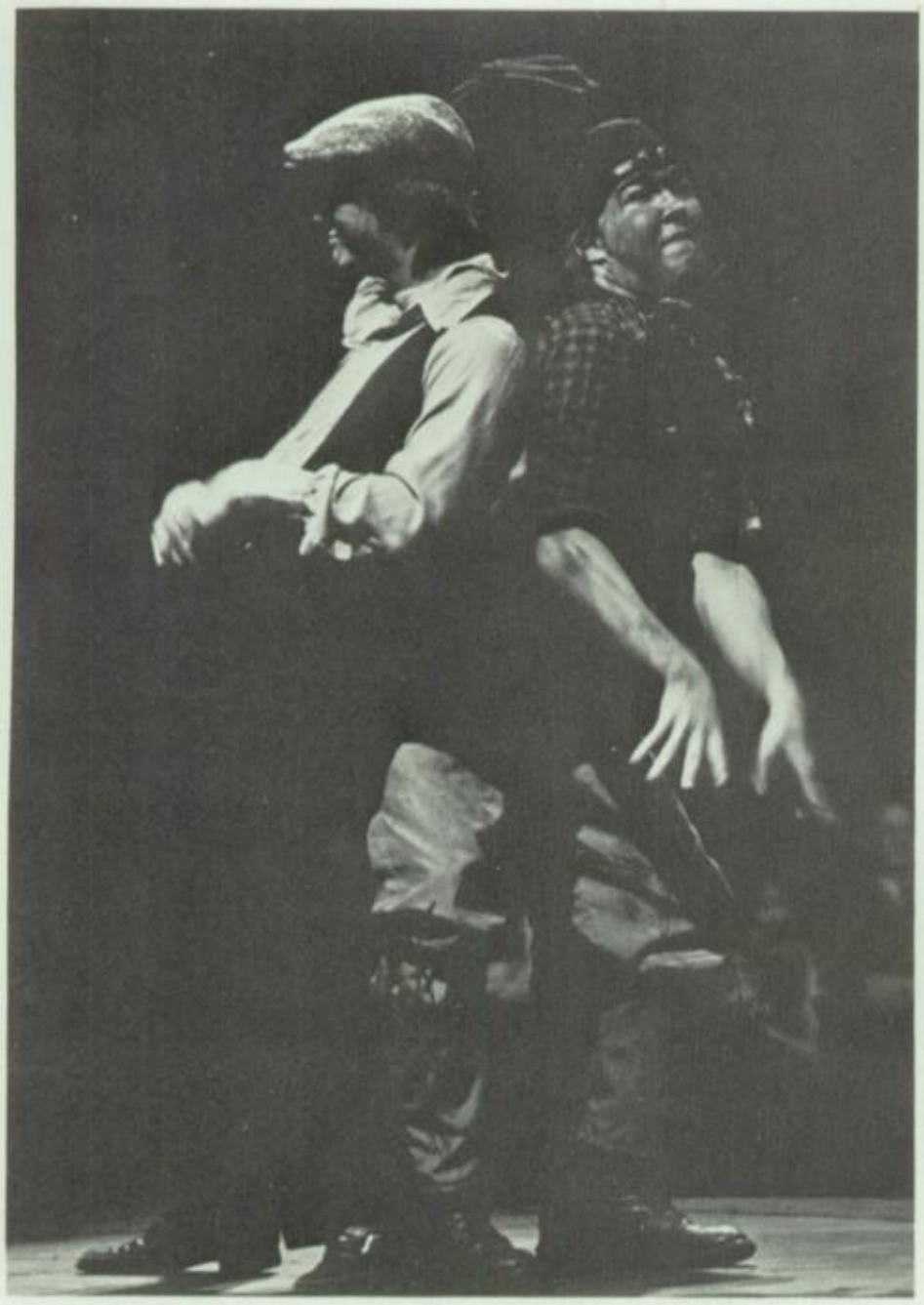
How many musicians, in the course of our human enterprise, have secretly envied their colleagues in literature and the visual arts, artists who have something to show for their labors after the sweat and labor of creation is forgotten? Poor musicians we, for our notes waft off into the ether only seconds after we have played or sung them. It is useless to preserve them, for everything salvaged in the process is counterbalanced by what is irrevocably lost among the scratches in the grooves or the hisses on the tape. But in another sense, we are uniquely fortunate, for music is the least lonely of the arts. It alone has the power to gather up in offering to something greater than any mortal is capable of alone, giving us in the process a faint flimmer of hope, if only for an instant, that the human experience is worth it after all. Samuel Webbe must have felt that, even in the narrow context of the 18th century drinking clubs that gave birth to "Glorious Apollo" and glee clubs. Beethoven certainly felt it in finding the solution to the last movement of the ninth symphony.

A curious yearbook article this! But I'm concerned to make a point about all the music-making we have done this year, from the BRAVOS in the Gym (too long, but who really cared?), to the Messiah at the Cathedral, to the frenetic but fulfilling Christmas program around the 30-foot tree in Kirkwood Hall (an obstacle at first, later a glory), to the MY FAIR LADY performances, to the Brahms-Medelssohn-Beethovenfest in the Gallery, to the galvanizing trip south during which we did some of our best singing, and to the numerous grab-lunch-run-sing-and-beat-it-back-for-the-fourteenth-mod appearances in between. Nothing to show for it all but a batch of dog-eared programs, a shelf of thank-you notes and some mute photographs. Nothing, of course, but some strong recollections of unity and joy which prevaded all our singing this year and which, both in retrospect and at the time, transcended all the pettiness of human behavior and gathered all of us together into something better than we are.

Daniel Hathaway

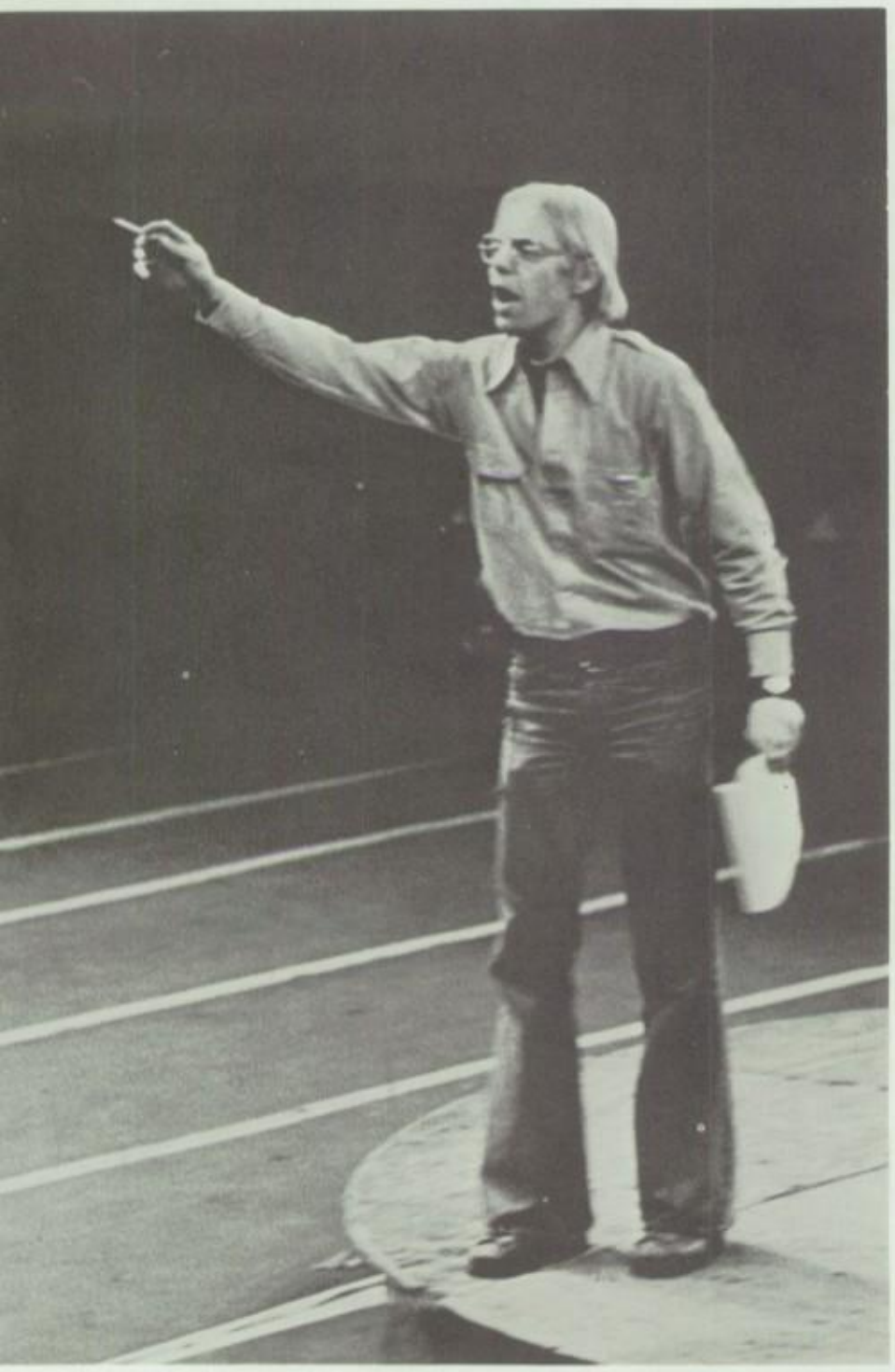
My Fair Lady





Chorus

Allison Averill
Julie Beck
Barbara Brink
Julie Burrill
Helen Cooke
Julie Crow
Jane Curran
Nancy Dibble
Susan Duboc
Anne Duffy
Emily Fowler
Lyndon Gustin
Susan Hardy
Helen Heddens
Jennifer Highley
Susan Kander
Sheila Kemper
Ann Levin
Marjorie Lewis
Lindsay Lunt
Barbara Lyons
Virginia MacLaughlin
Lisa Mahurin
Beth Marquis
Barbara Marshall
Susan Melcher
Serese Myers
Adrianne Ramos
Catherine Reid
Rita Romine
Ann Rymar
Jane Schertz
Gabriel Schweitzer
Laura Sebree
Jill Shackelford
Susan Slough
Elissa Snider
Isabel Thomson
Stephanie Warder
Mary Weltmer
Laura White
Jacarol Young
Keith Averill
Jamie Barickman
Larry Bates
Joe Beatty
Bill Boteler
Karl Bricker
John Deweese
Bill Edwards
John Edwards
Mark Eisemann
Chuck Finkle
Brian Folk
Geoff Gorman
Clint Greenbaum
Tom Hatfield
Bill Hornbeck
Bill Hughes
Steve Hughes
Blair Johnson
Doug Jones
Mike Levin
Elson Lima
Greg Lindstrom
Jim MacLaughlin
Ted MacLaughlin
Jim McCarten
John Moffitt
Marty Monsees
Ralph Munyan
Morgan Olander
Randolph Oliver
Mike Peterson
Mark Piedimonte
Peter Powell
Jack Rees
Mike Rees
Kell Robinson
Chris Schupp
Charles Seibel
Dima Smirnoff
Sandy Smith
Jeff Stacey
Bruce Wasserstrom



Daniel Hathaway, Director
Emily Dillon, Student Director
Jim Kaplan, Stage Manager

Cast of Characters

HENRY HIGGINS . . . . . Walt Dietrich
ELIZA DOOLITTLE . . . . . Betsy Shaver, Felicity Bliss
ALFRED DOOLITTLE . . . . . Mike Shaffer
COL. HUGH PICKERING . . . . . Jim Smith
FREDDY EYNSFORD-HILL. . . . . Dick Sandifer
JAMIE . . . . . Peter Powell
HARRY . . . . . Ted MacLaughlin
QUINTET OF HIGGINS' SERVANTS . . . . . Sheila Kemper, Betsy Shaver and Felicity Bliss, Jennifer Highley, Jamie Barickman, Dave Barnard
QUARTET OF COCKNEYS . . . . . Mike Rees, Karl Bricker, Steve Hughes, Kell Robinson
MRS. PEARCE . . . . . Sherree Ross
MRS. HIGGINS . . . . . Jocelyn Hall
MRS. EYNSORD-HILL . . . . . Anne Duffy
BARTENDER . . . . . Brian Crockett
MRS. HOPKINS . . . . . Helen Cooke
HIGGINS' BUTLER . . . . . Blair Johnson
ZOLTAN KARPATHY . . . . . Mark Piedimonte
LORD BOXINGTON . . . . . Clint Greenbaum
LADY BOXINGTON . . . . . Jane Schertz
QUEEN OF TRANSYLVANIA . . . . . Allison Averill
THE QUEEN'S CONSORT . . . . . Jack Rees
MRS. HIGGINS' MAID . . . . . Catherine Reid
THREE BUSKERS . . . . . Keith Averill, Karl Bricker, Ted MacLaughlin
ANGRY MAN . . . . . Larry Bates
ANGRY WOMAN . . . . . Rita Romine
THE FOOTMAN . . . . . Randolph Oliver
CONSTABLE. . . . . Jim Kaplan
FLOWER GIRL . . . . . Laura Sebree
THE BYSTANDER . . . . . Bill Boteler
ANOTHER BYSTANDER . . . . . Jim McCarten
A SELSEY MAN . . . . . John Moffitt
A MAN FROM BRAZIL . . . . . Elson Lima
MRS. HIGGINS' CHAUFFER . . . . . Ralph Munyan
AMBASSADOR . . . . . Chris Schupp

H.M.S. Pinafore

Directed by Marles Smith

Student Directors ..... Mike Shaffer
Betsy Shaver

Stage Manager ..... Jim Kaplan

Sir Joseph Porter ..... Roger Hardy

Captain Corcoran ..... Critch Greaves

Ralph Rackstraw ..... Jay Donahue

Dick Deadeye ..... Byron Motley

Josephine ..... Mary Beth Finkle

Buttercup ..... Sally Malley
Debra Morris

Boatswain's Mate ..... Joe Kessinger

Cousin Hebe ..... Bari Bowles
Julie Barickman

Carpenter's Mate ..... Eric Martin
Brian Blake

Janet Sue Barelli
Bari Bowles
Caroline Cooke
Sue Hataway
Mimi Ingraham
Peggy Kline
Jean Levitt
Sally Malley
Lisa McCray
Debra Morris
Betsy Ridge
Phyllis Powan
Mone Weaver
Julie Barickman

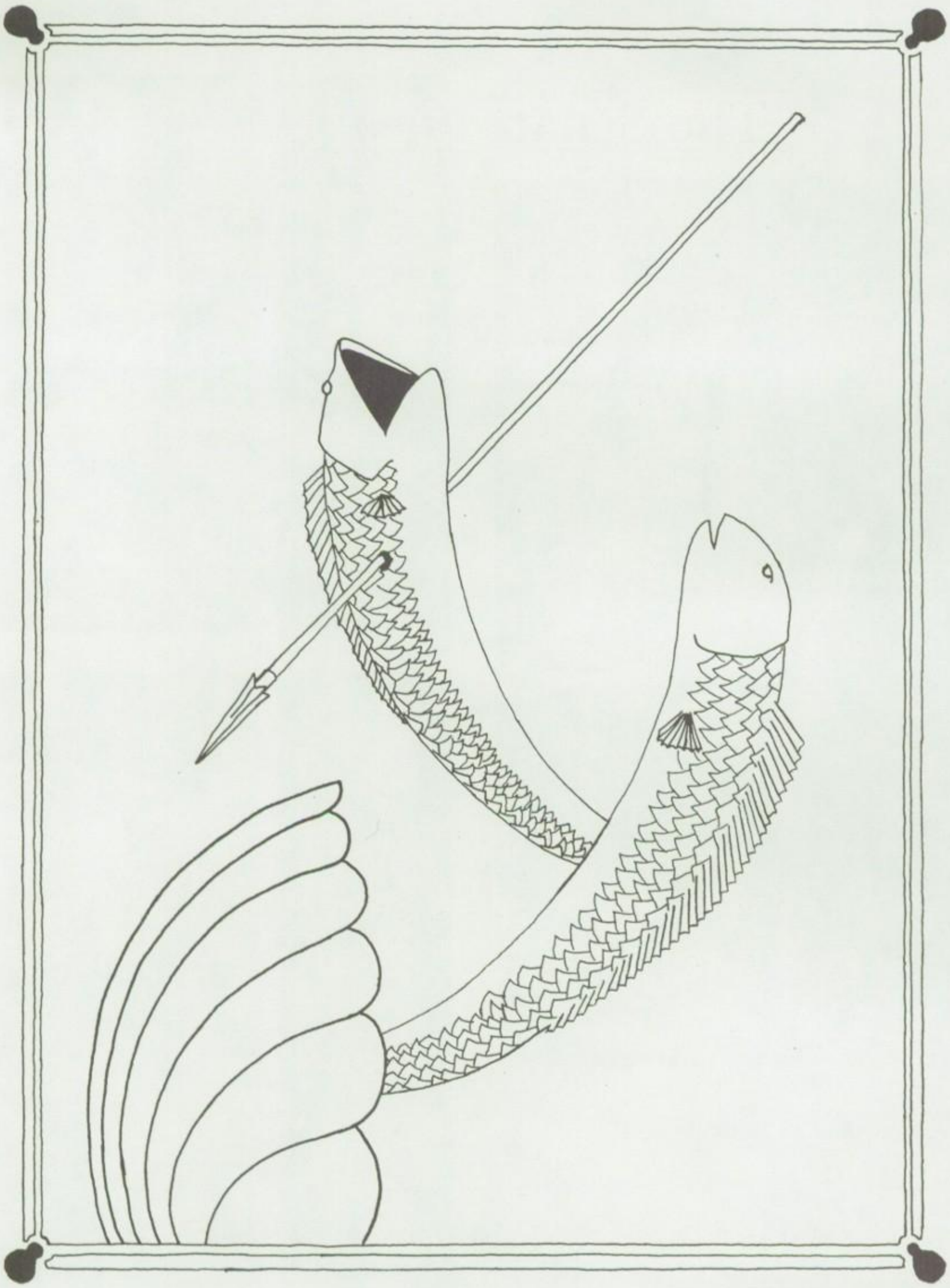
Carol Bartlett
Suzanne Beck
Beth Bishop
Leslie Bloom
Marianne Carlson
Cindy Cowherd
Ann Deacy
Ann Duboc
Susan Epstein
Mary Beth Finkle
Kate Glazer
Beth Goolsbee
Hillary Hall
Betsey Hughes

Kathy Lewis
Gwen Lichtor
Sarah MacLaughlin
Peggy McCarten
Connie McGuire
Tammy O'Neill
Marilee Redman
Barbara Scott
Eleanor Shutz
Libby Shackelford
Jackie Sight
Melody Walker
Christie Wilkin
Sara Ziegler

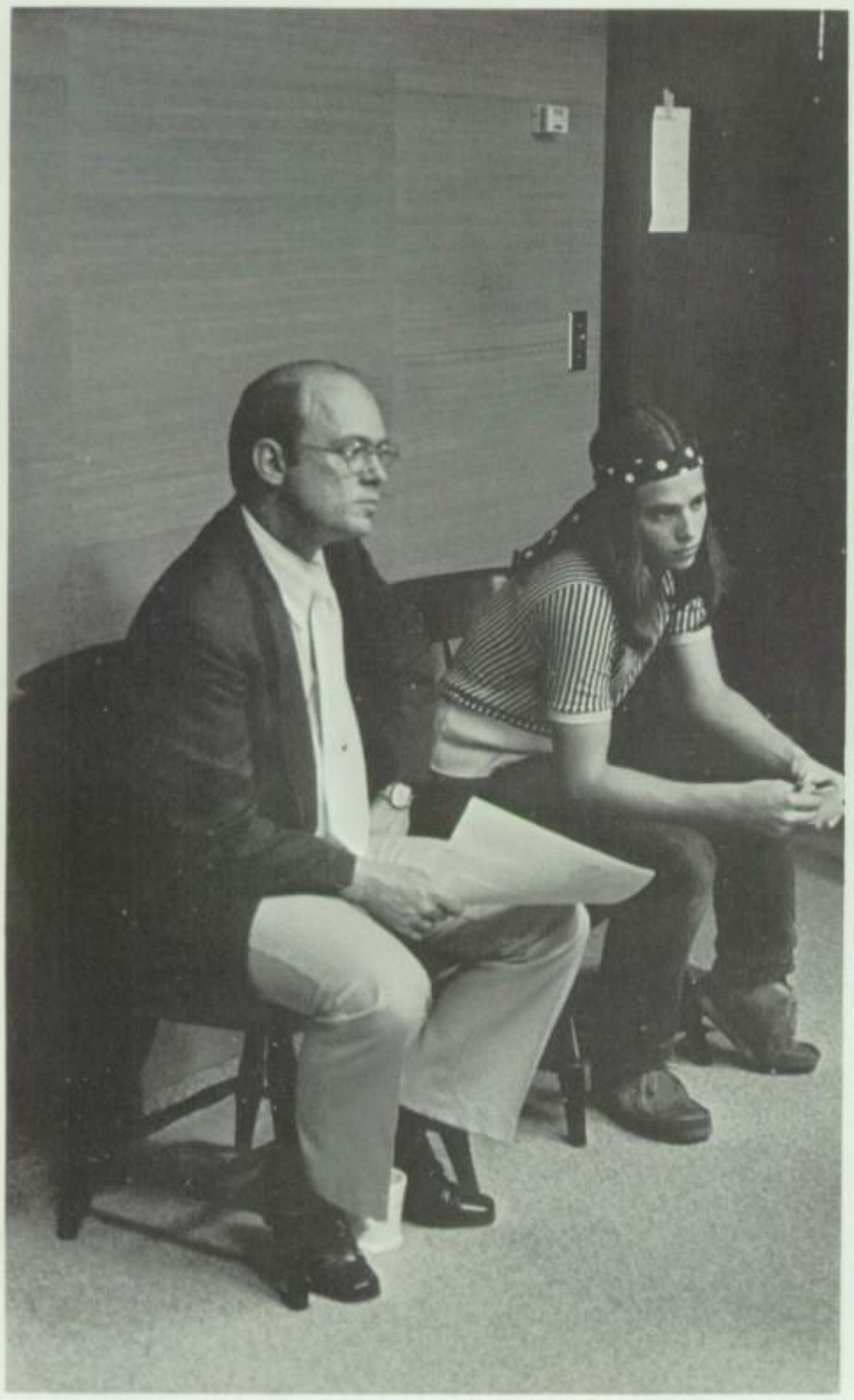
John Arbab
Richard Berry
Brian Blake
Robert Brown
John Heiser
Mike Laddin
Gregg Lombardi
Peter Berry
Peter Breitenbaugh
Jay Donahue
John Fallon
Critch Greaves
Roger Hardy

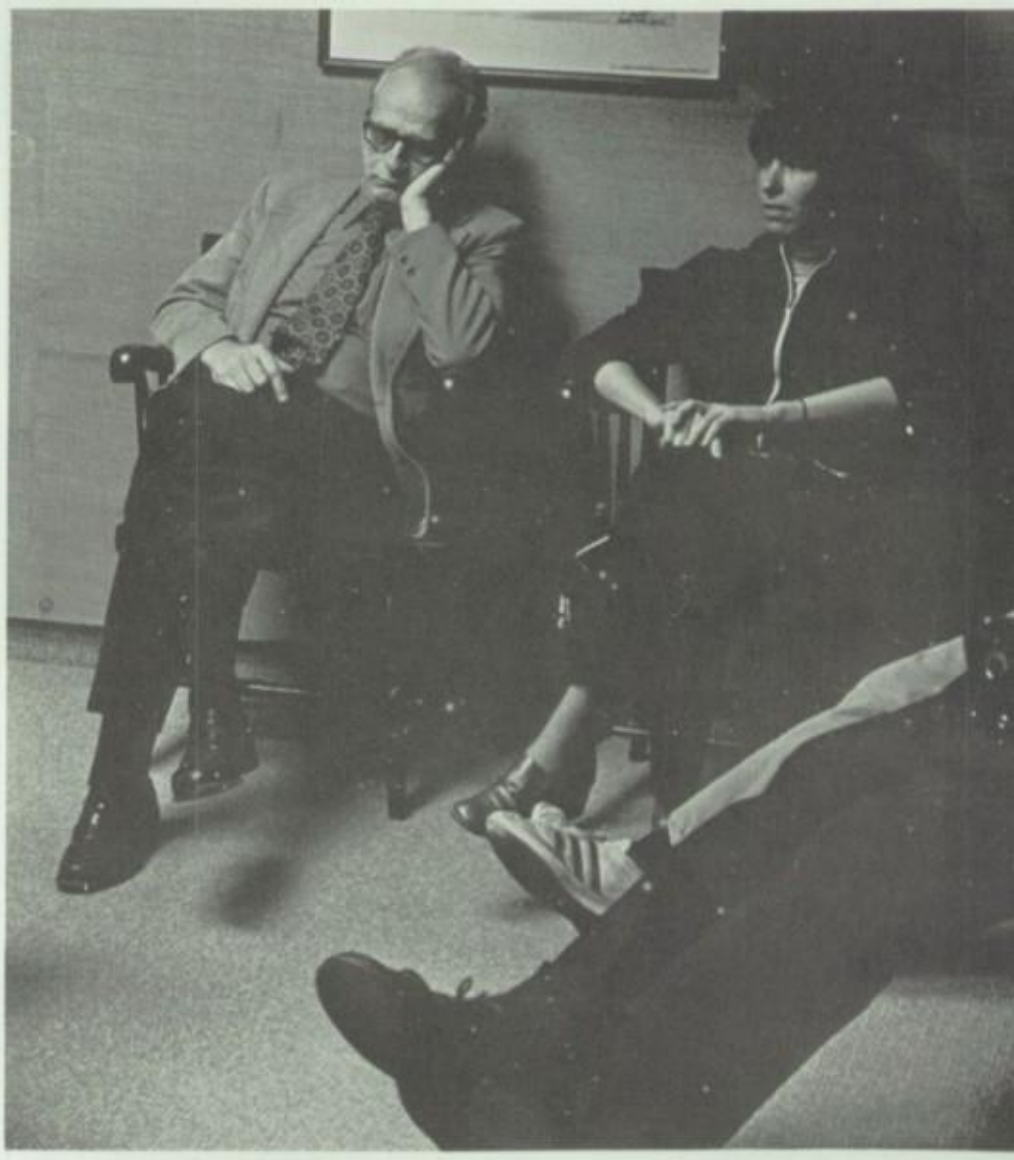
Joe Kessinger
Robert Klein
Scott Latham
Eric Martin
Kent Martin
Byron Motley
David O'Hara
Doug Parks
Jamie Piedimonte
Brian Rivette
Mike Ruth
Steve Schneider

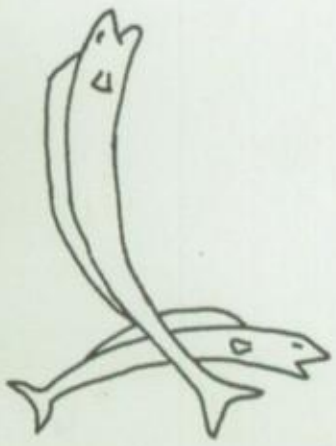
Organizations

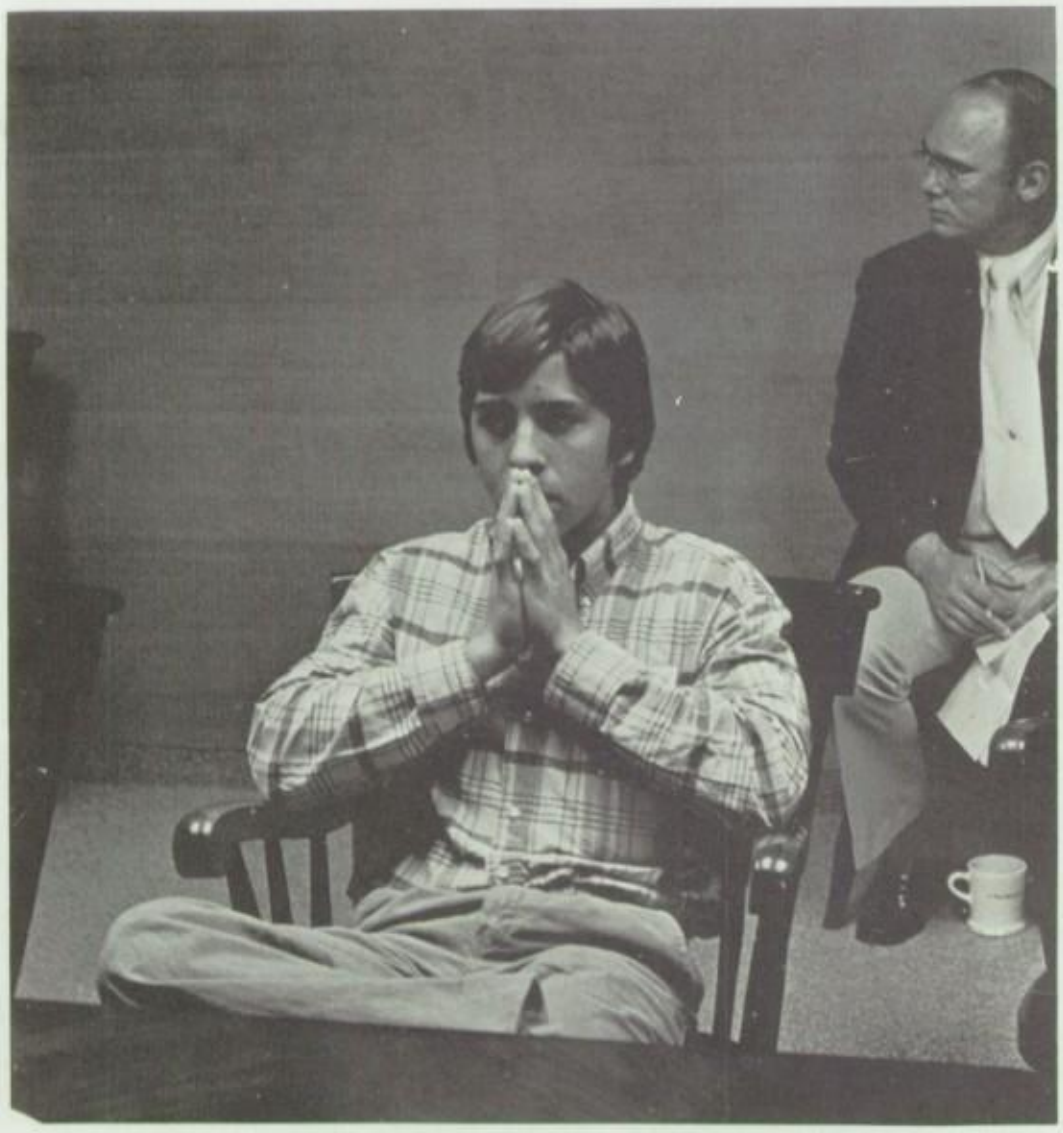


The Senate









This past year in the Student-Faculty Senate was a lot like previous years; it doesn't seem like much was accomplished. One of the first things discussed was the drug problem at Pem-Day. At the last meeting of the 73-74 senate, a proposal was accepted that allows for a counselor to be available, so a troubled student may receive guidance if he desires it.

The senate also voted for the passing of the senior parking lot bill, debated over the changing of the academic requirement before participation in an extra-curricular activity, and set up a time and place for a student book exchange.

Hopefully, there will be more to write about next year.

Dave Barnard

The Hilltop

The Hilltop had a successful year in 1973-1974. A greater number of features supplemented the wide news coverage, including a look at the situation of blacks at Pem-Day, a series of features on the energy crisis, a look at the school budget, a humorous anlysis of college sweepstakes, and reports covering the termination of the water leaks in the Upper School Design for Learning Complex.

A strong editorial stance was taken on a variety of issues throughout the year, including freedom of the press at Pem-Day, a large indoor insect population, minicourses, competition, the energy crisis, various school programs, and the lack of support for the glee club director.

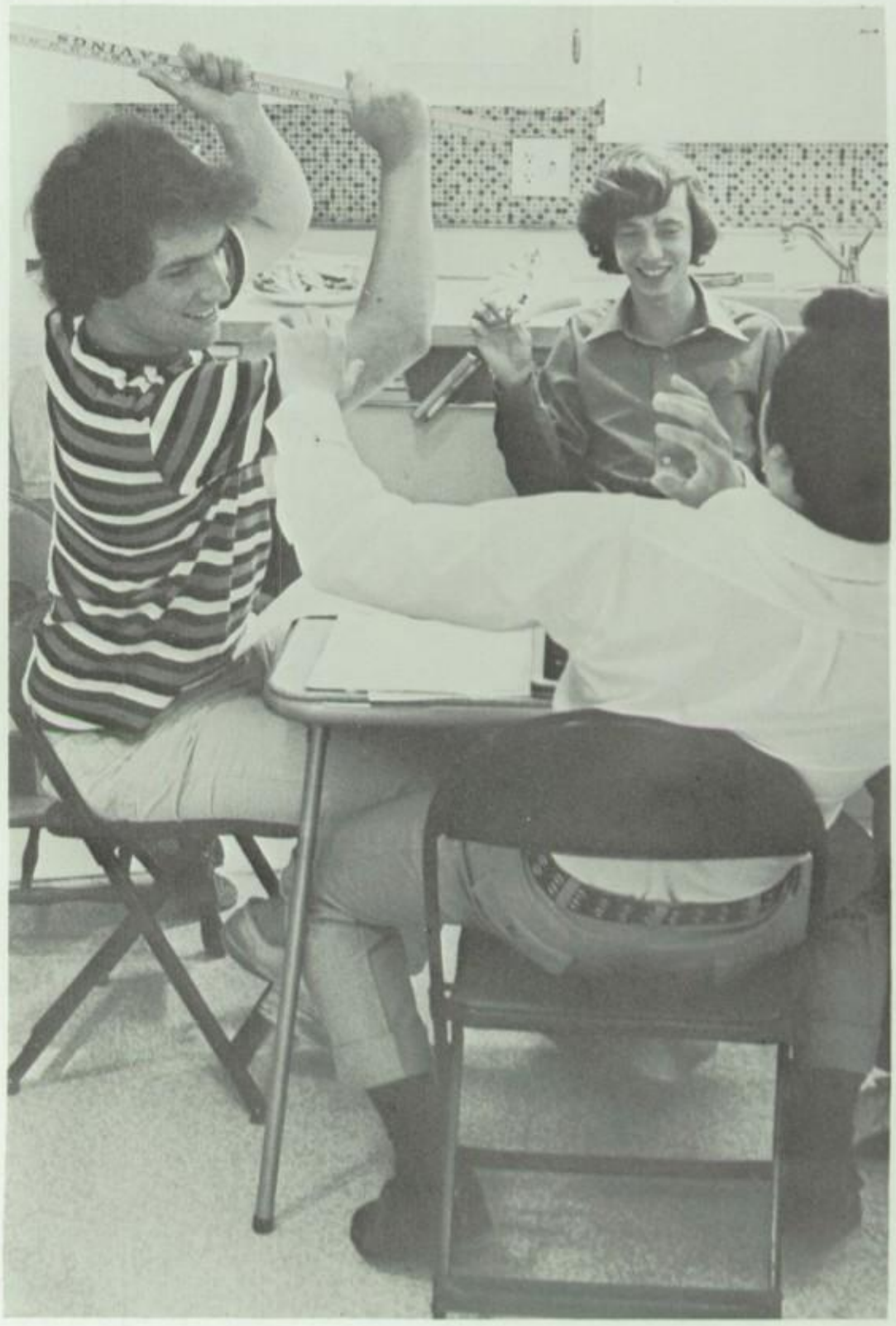
For the most part, the fine sports department held up its end under the capable leadership of Ralph Lewis, as praised by the National Scholastic Press Association, which gave the Hilltop an All-American rating for the second year in succession. The photography department received the only disparaging remarks from NSPA, despite several picture pages and numerous picture panels.

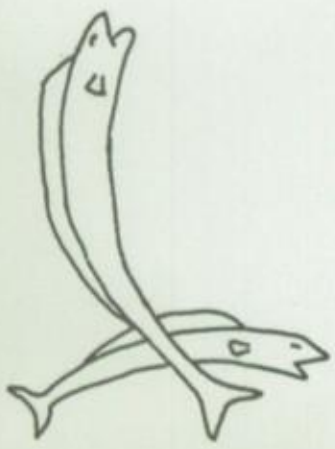
John Biggar's review column brightened the editorial page with his succinct appraisals and candid observations of everything from a new radio station to area concerts and an auction of Indian jewelry.

Unfortunately, however, this strong editorial stance often appeared futile, as the editors gained a feeling of shouting words to the winds in the midst of the cloud of apathy that has taken Pem-Day by the throat in recent months.

With a full and capable crew of editors for next year, the Hilltop's future looks bright.

Brian Crockett





No matter how saturated with advice one may be upon arrival in a foreign country, one is bound to feel like a fish out of water. Such was my feeling for a few days while adapting to the customs of Iran, where I spent the summer of 1973 on the AFS American Aboard program.

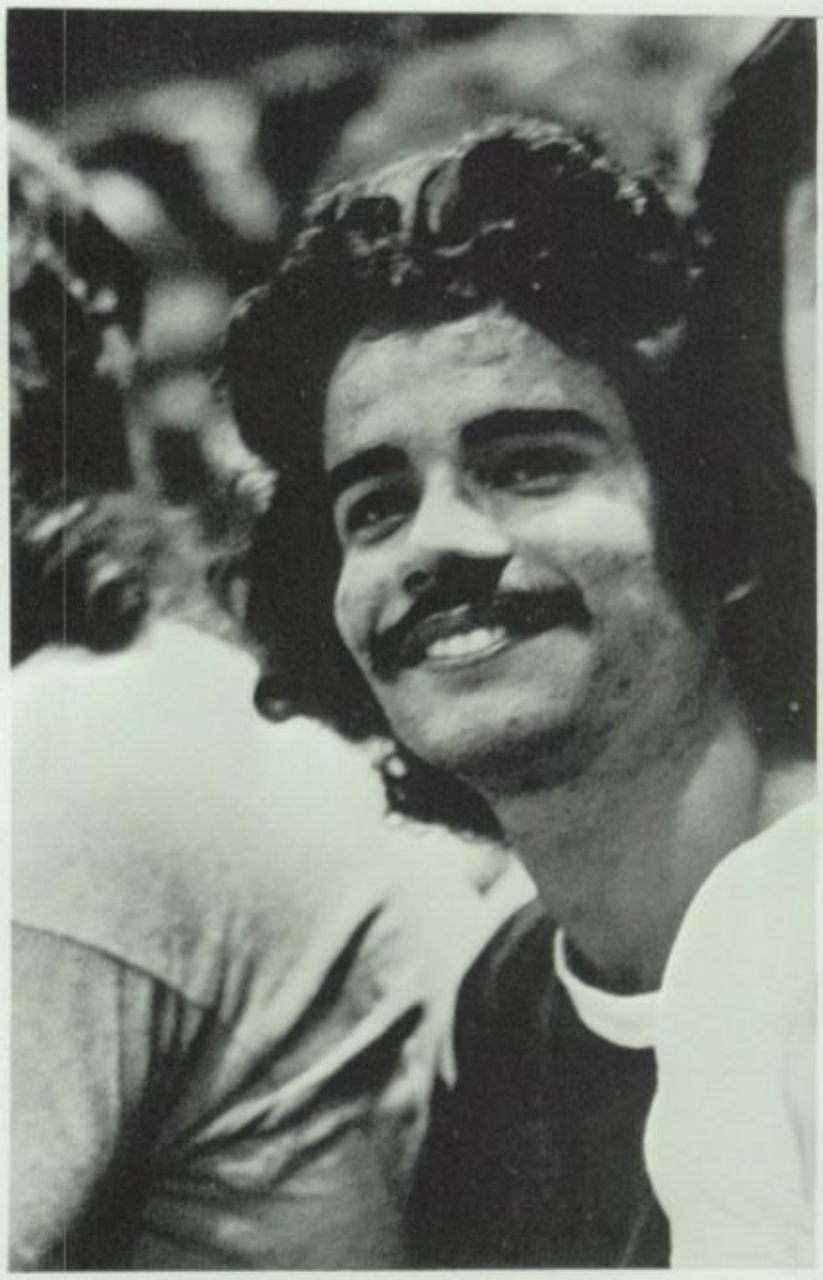
I lived in the capital city of Tehran, a metropolis of four million people in northern Iran. My home was situated in a very typically Iranian, middle class section that was steeped in tradition, culture, and religion.

My family, a large one, consisted of Mama, Baba, and seven children, ranging in age from 4 to 28 years old, while two other sisters were married and lived elsewhere in Teheran. My family was, as many Iranian families are, very hospitable, affectionate, and closely-knit, and thus it was not difficult for me to become a part of the family, and partake in their daily activities.

My family wasn't too involved in social activities, but because of my presence, Mehdi, my host brother, and I saw a great deal of Iran. It was during these excursions that I learned about many of the Persian customs and saw not only the famous tourist sights, but also much of the everyday life that is so often taken for granted.

Although time may wash away many of my memories, I won't forget the people of Iran, especially my family, because they made me aware of the world outside of the United States, and helped me learn a great deal about myself.

Blair Johnson



The AFS as we know it in our schools of today traces its origin to the years of World War 1. That dedicated group of Americans gave further of their devotion to the cause of humanity in those war years.

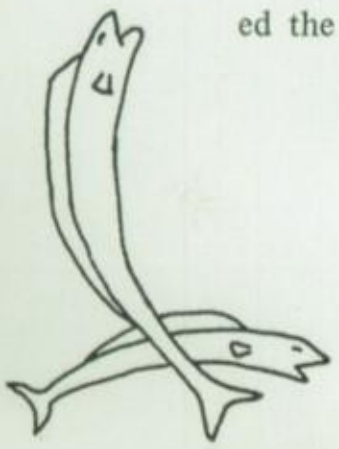
Today the service continues--and in years of peace. The dedication and devotion is evidenced in every home and school privileged to have an AFS student. Parents, community leaders, service clubs, and teachers in the rural areas, the small towns and cities of America have opened their arms to the young men and women as the school boys and girls of the world.

International understanding has been furthered, and lasting friendships have been made through the AFS organization. All involved benefit greatly. The world has become a neighborhood.

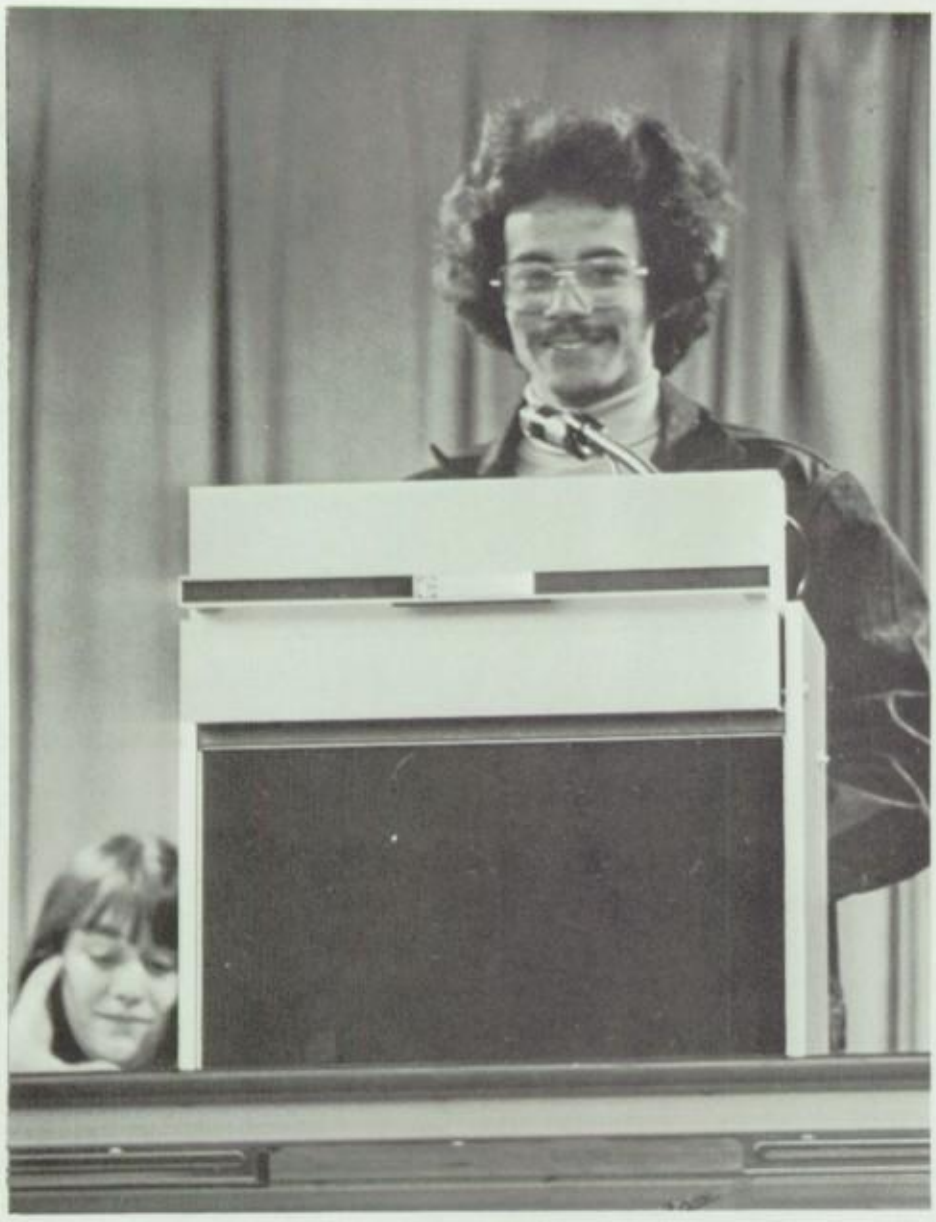
Our first AFS student came from Norway and graduated in the class of 1962. Each year since September of 1961 we have had students in this program. We have become acquainted with Sweden, Turkey, Finland, Argentina, Australia, Italy, Spain, Switzerland, Malagasy Republic, Japan, Chile and Brazil.

The experiences with these students has enriched the lives of the entire community of our school.

Gilbert Reynolds



AFS

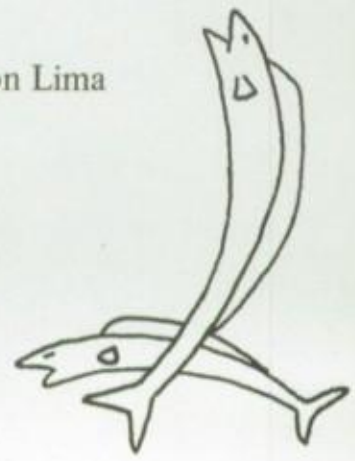


Nowadays, a lot of people and organizations are talking about peace, understanding, and so forth. However, few of them are doing things in the way it should be done. It is awfully hard to find somebody that gives you something and does not expect some kind of reward. Religious beliefs or political thoughts, and even money, (more than the necessary), are involved in the whole thing. So when those kinds of commitments are involved, it is hard to trust whether an experience through these organizations would be worthwhile. I am sure nobody likes to be used as an instrument of propaganda.

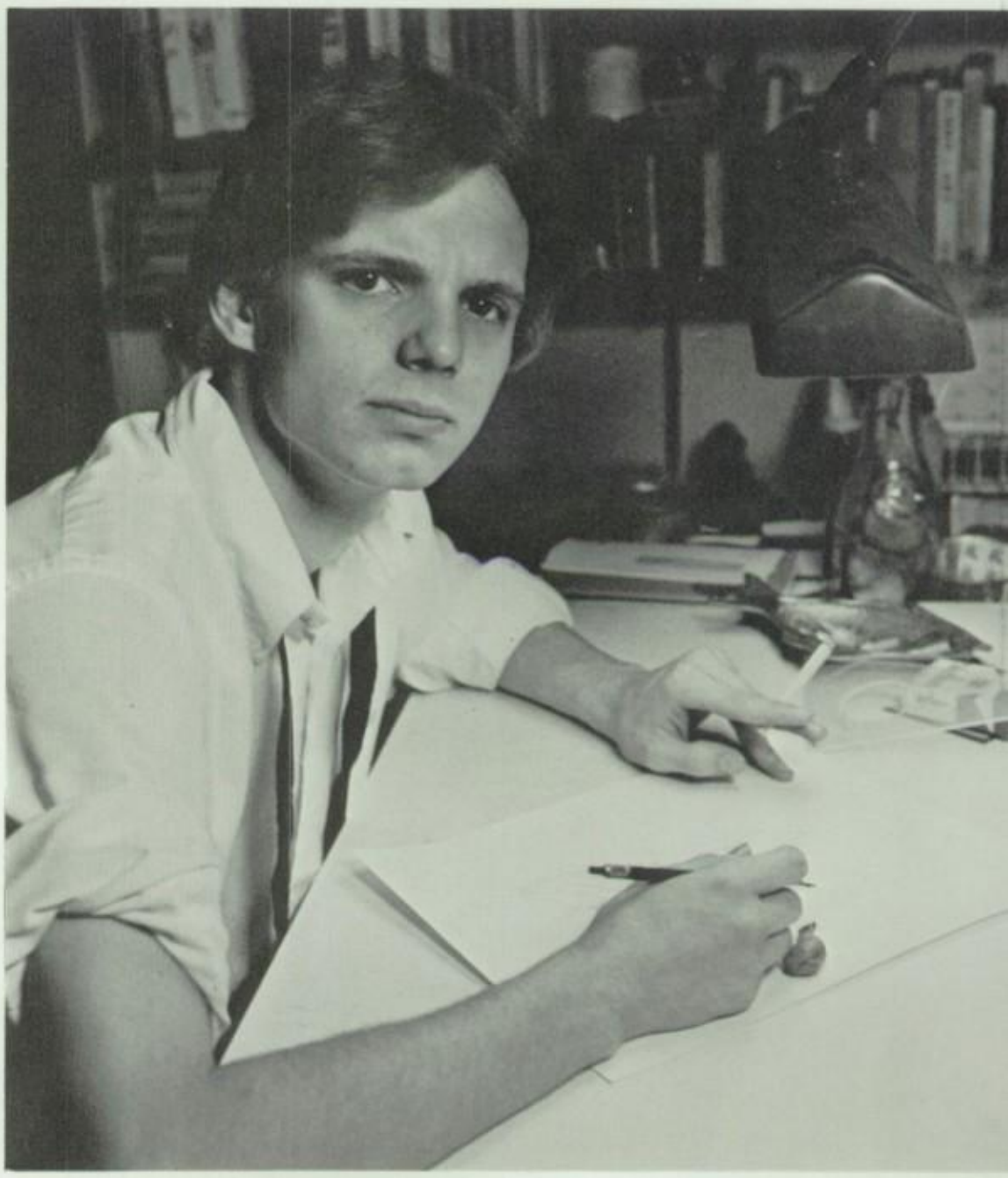
Nevertheless, there are a few people and a few organizations really doing something about peace and understanding toward our fellow creatures. Among those few, AFS is one of them. Increasing every year, and becoming more and more worldwide, the old American Field Service is really doing a remarkable job in this matter. AFS's frame of reference includes not only offices and chapters, as it is mainly composed of families, schools, and finally students. There is a very close and deep relationship among all the people involved, which increases the development of the most beautiful human feelings.

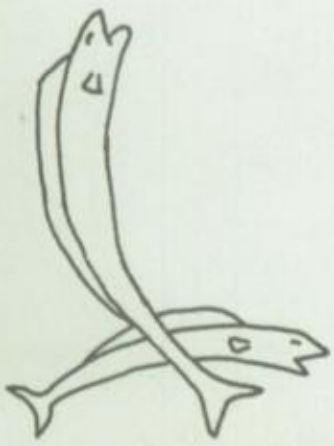
As an AFS'er, I feel that very strongly, and I am so glad that I can count on AFS to try to get more love and understanding for this wild world.

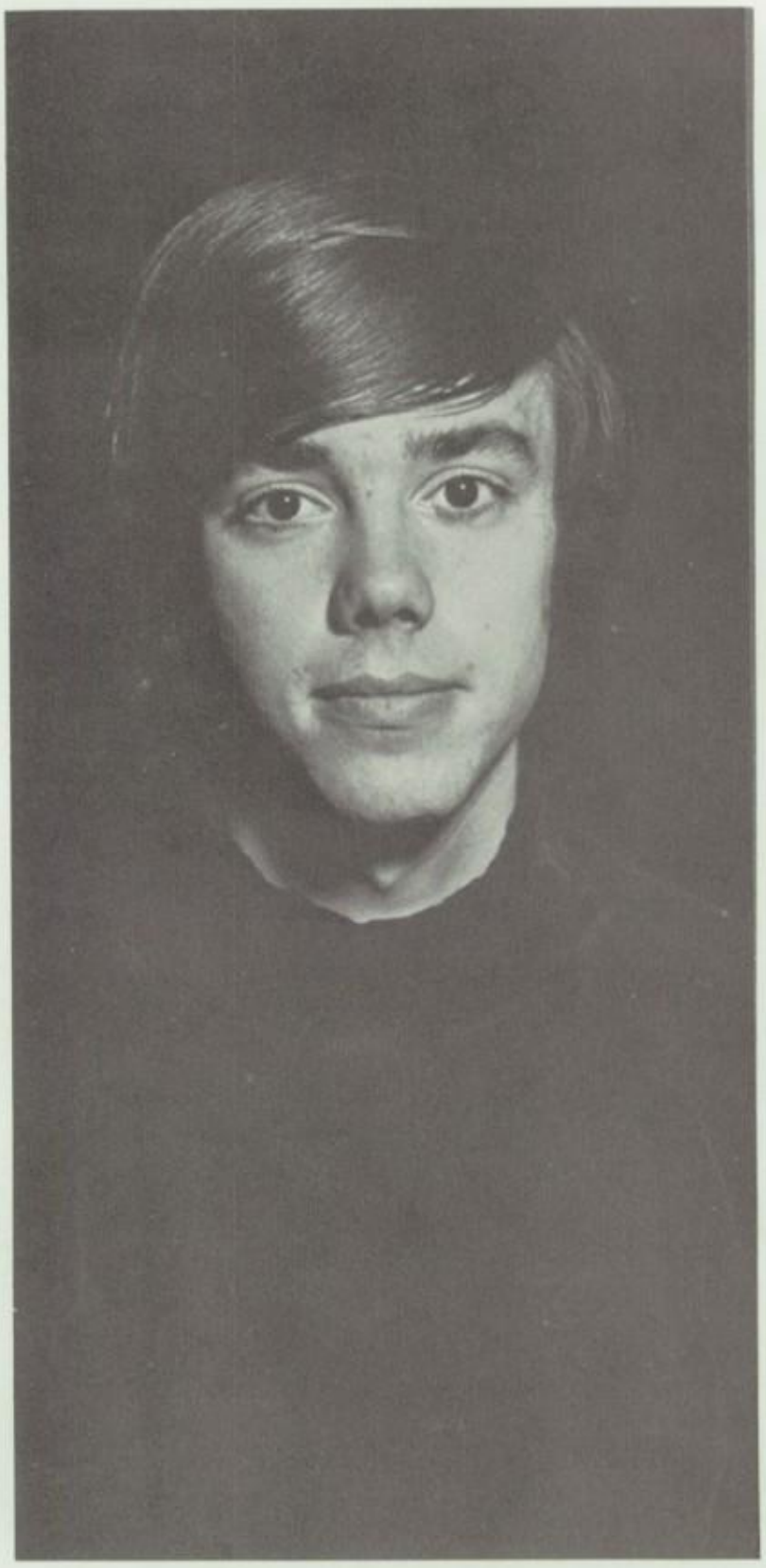
Elson Lima



Raider

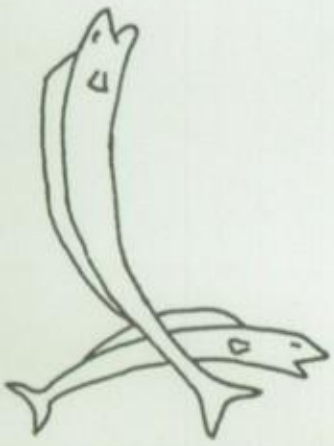






Our Special thanks to: Tom Corcoran,
T. Edward Hicks, John Biggar,
Jim Kaplan, Reg Bulkley, Jennifer Highley,
Brian Crockett, Suzie Swartzman, Mike
Strozier, Mr. and Mrs. Edward A. Smith,
Mr. and Mrs. Donald J. Hall, John Leifer

Assemblies



An attempt was made this year to expand and imporve upon our assemblies, adding to the number provided in the past, while maintaining a sound quality of presentations.

Student reaction to the assemblies presented was generally favorable. There were a few cases where the level of the address by the speaker was not best suited for some of the students. As you might imagine, a high school audience is one of the most difficult groups to entertain on this planet.

Assembly programs included two engineering professors from the University of Missouri, a program on bee keeping by Mr. Barry White and his student assistants, a demonstration on the history of sound reproduction and stereo by Mr. David Beatty, a sharing of experiences of Lt. Commander Charles Plumb, a six year Viet Nam POW, the University of Missouri Pop Percussion ensemble, a series of dramatic sketches and cheers by the Olathe High School Girl's drill team, a program on the rotary engine by Mr. Glenn Bailey, a discussion of the highlights of the Kansas City Royals' activities and plans by Mr. Rick Reichert and Mr. Tom Hall of the Royals, the personal experiences of Mr. Greg North during his South American safari, and a program on the history of Rock by a well known disc jockey.

As far as a purpose for the assemblies in general, perhaps an effort to diversify the student's week, to present something new and different, sometimes educational, sometimes ornamental.

Fred White
Chairman, Assembly Committee

The Helicon

This year's HELICON made no radical departures from those of past years. Instead, we tried to sharpen the quality of the prose, poems, and photographs and generally make it a more readable and professional-looking literary magazine.

At the outset of the year we considered implementing a few innovations. Some of these were coordinating our efforts with Sunset Hill, putting out two HELICONS instead of the usual one. and printing an informal, mimeographed literary magazine every two months.

Unfortunately, for various reasons none of these ideas ever came about. It was the staff's feeling that instead of putting out two HELICONS of only fair quality, we should publish one of excellent quality. In addition, it was the business manager's feeling that we print only one HELICON because of the rising cost of publication. The coordination idea was also rejected as the HELICON and Sunset's PLEIADE had somewhat conflicting aims for their respective projects.

For the first time in several years, however, interest in writing seemed to be on the rise. Although the first entries to the HELICON didn't trickle in until January, by March we had enough material to publish three magazines. We were extremely pleased with the number and quality of this year's works, and were especially happy to be able to represent the creative efforts of the entire school, not just the Upper School.

Blair Johnson

The Scholar

Fall 1973

"Our Mixed and Disparate Destiny"
by Matthew Robinson

"The Evolution of the Hemingway Hero"
by John Biggar

"Death of a Dream"
by Jim MacLaughlin

"Truman Capote's Style"
by Mark Dehner

"The Poetic Responsibility"
by Jim Smith

Spring 1974

"Crucifixion: FOR WHOM THE BELL TOLLS"
By Mitch Mueller

"DEATH OF A SALESMAN: A Social Commentary"
by John Leifer

"You Gotta Move"
by John Biggar

"A Significant Migration"
by Jeff Wurster

"Huck Finn as an American Hero"
by Keith Averill

"The Victorian Rule of Disraeli"
by Sandy Smith

Walt Dietrich, Associate Editor
Clint Greenbaum, Associate Editor
John Leifer, Associate Editor

The idea of publishing a journal to showcase the scholarly work done at Pem-Day came about due to my desire to (1) further the creation of an atmosphere where the intellectual achievement might be recognized by the student-peer community, and (2) to demonstrate to the community in general the high-school work done at Pem-Day.

Frankly, I know of no other secondary school that publishes anything like THE SCHOLAR. But, then, that is fitting and proper, for I also don't know of very many other secondary schools whose students do the kind of work done right here at Pem-Day.

I think the future of THE SCHOLAR is unlimited, just as the future of the Pem-Day students is unlimited. I was proud to be a part of this journal.

Ronald J. Vierling, Editor-in-Chief

Sports

...(THAT) MAN IN SHORT THAT MAN IN BRIEF
IN SPITE OF THE STRIDES OF ALIMENTATION
AND DEFECATION WASTES AND PINES WASTES
AND PINES AND CONCURRENTLY SIMULTANEOUS-
LY WHAT IS MORE FOR REASONS UNKNOWN
IN SPITE OF THE STRIDES OF PHYSICAL
CULTURE THE PRACTICE OF SPORTS SUCH
AS TENNIS FOOTBALL RUNNING CYCLING
SWIMMING FLYING FLOATING RIDING
GLIDING CONATING CANOGIE SKATING
TENNIS OF ALL KINDS DYING FLYING
SPORTS OF ALL SORTS AUTUMN SUMMER WINTER
WINTER TENNIS OF ALL KINDS HOCKEY
OF ALL SORTS PENICILLINE
AND SUCCEDANEA IN A WORD
I RESUME FLYING GLIDING
GOLF OVER NINE AND EIGHT-
EEN HOLES TENNIS OF ALL
SORTS IN A WORD FOR
REASONS UNKNOWN IN FECKHAM
PECKHAM FULLAM CLAPHAM
NAMELY CONCURRENTLY SIMUL-
TANEOUSLY WHAT IS MORE
FOR REASONS UNKNOWN BUT
TIME WILL TELL...

~SAMUEL BECKETT

back row l. ro r.: Coach Dennis All, Ralph Munyan, Greg Lindstrom, Elson Lima, Jay Keller, Grant Reuter; front row, l. to r.: Tom Cohen, Jamie Allain, Chuck Finkle, Ian Ayres, Clint Greenbaum, Mark Piedimonte.

Cross-Country

St. Mary's Invitational	6th of 6
Saviour Invitational	10th of 12
St. Joe Shawnee-PCD	lost dual (31-25)
Liberty Invitational	13th of 14
PCD Invitational	8th of 8
Warrensburg Festival	3rd of 4
Tonganoxie Invitational	12th of 13
PCD-John Burroughs	won (25-31)
Saviour Invitational	10th of 12
District at Oak Park	15th of 15
Excelsior Springs-PCD-St. Pius X	3rd

Under the leadership of Coach Dennis All, the Pem-Day varsity cross-country team experienced its most successful season. Led by captain Chuck Finkle, the harriers took several firsts and posed a threat to other teams who had been in existence for many years. The Pem-Day community gave active support to this year's team, and with this growing interest the team will continue to expand and improve.

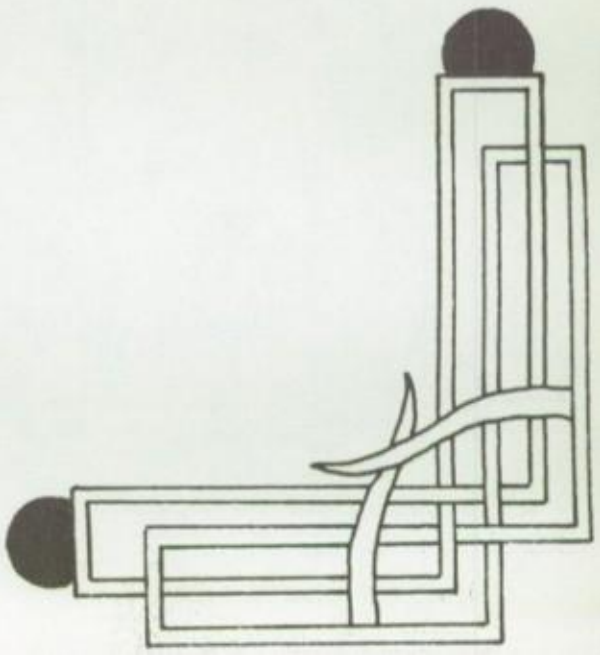
The first annual Pem-Day Cross-Country Invitational, hosting over a hundred runners from schools around the state, was a great success, and will continue to be a popular event on the Pem-Day calendar.

The team was composed of more members this year because of the sport's increasing popularity, and with the return of all but one letterman, Coach All is looking forward to an extremely successful season next year. In Coach All's words; "the past two years have been a learning process, and we will put into practice what we've learned." He added: "We have some people now with a great deal of experience, and it takes a great deal of experience to run a cross-country race."

The absence of size classification makes cross-country a difficult sport competitively. Coach All relates that, "the lack of size classes in cross-country makes competition extremely tough, but we should have some individuals who can hold their own."

The cross-country record was reset by junior Chuck Finkle and now stands at 10:09.

Chuck Finkle



Football

l. - r.: top row: Phil Brockington, Jeff Beatty, Bill Batliner, Eddie Ryan, Butch Hataway, Dick Sandifer, Tom Ward, Alan Atha; 2nd row: Coach Pat White, Peter Powell (mgr.)), Coach John Schirmer, Morgan Olander, John Weltmer, Brian Folk, Chris Watson, Conrad Miller, Tom Bednar, John Fenley, Karl Bricker, Coach Bob Hicks, Rob Moore (mgr.), Coach Lee Flappan; 3rd row: Jeff Bublitz, Matt Mrkonic, Matt Robinson, Ken Tobin, Tom Willoughby, Ralph Lewis, Jamie Barickman, Bill Hornbuckle, Bill Hornbeck, Harris Miller (mgr.); 4th row: Richie Wiles, Don Atha, Mark Bolton, Don Petrie, Jim Flappan, Mike Shaffer, Mike Ludwikoski, Joel Eisemann.

The 1973 Pem-Day varsity football team provided the school with one of the best seasons in recent memory. Led by a core of many experienced seniors, the team fashioned a 7-2 record.

The first game was on September 14, against Belton. Sophomore fullback Phil Brockington, making his varsity debut, scored both touchdowns for the Raiders and senior Don Petrie added a field goal.

The next foe for the Big Red was St. Joe Shawnee, always a highly emotional contest. Pem-Day displayed a defense which did not allow a complete pass and an offense which moved the ball well for a close victory.

The Raider's next two victories were against cross-state rivals St. Louis Country Day and John Bourroughs.

After a decisive victory against Hogan, the Raiders were ranked sixth in the city and first in Missouri AA class schools by the Kansas City Star.

The disappointment of the season came on October 26 when the squad was defeated by Lillis. Several dropped passes and two missed field goals were the downfall of the team.

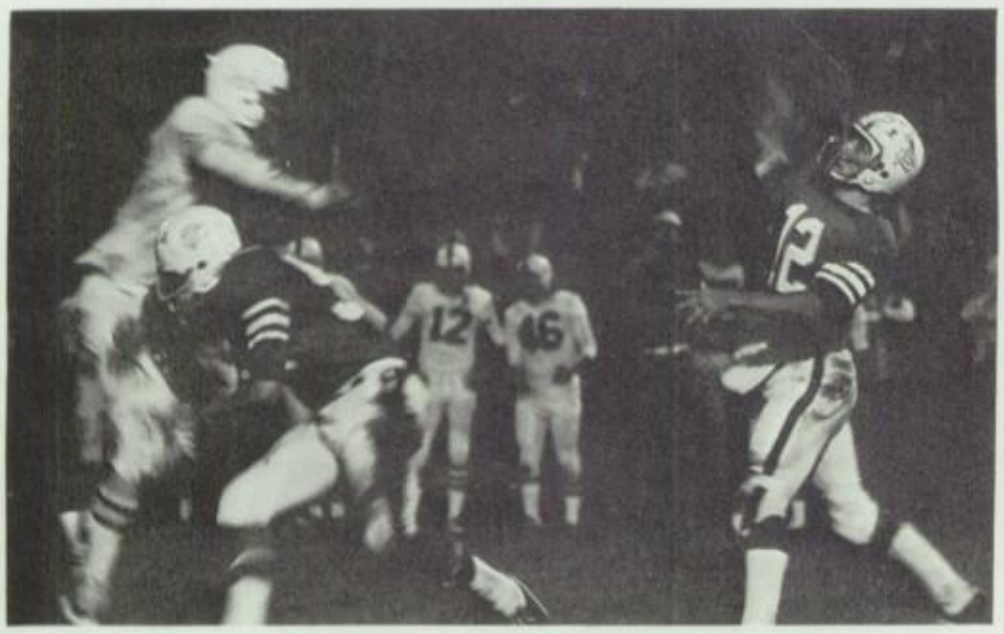
The Raiders bounced back to defeat last year's state champion in AA, St. Mary's. This was the team's most devasting offensive showing, as they rolled for over 400 yards with senior halfback Bill Hornbeck accounting for 149 of these.

The Raiders next faced St. Pius X to decide the Catholic-Prep Conference title. Unfortunately, again the Raiders faltered and were trounced severly.

The team closed the season on November 16 with a victory over Fort Osage. The Raiders, behind at halftime, showed the spirit that gave them such great success this season by scoring three touchdowns in the second half to win.

Many players on this year's team were honored at the end of the season. Named to the First-Team All-Conference squad were senior quarterback Don Petrie, senior guard Jim Flappan, senior tackle Mark Bolton, end Don Atha, halfback Matt Robinson, defensive back Jamie Barickman, and lineback Billy Hornbeck. Robinson was also named to the All-District team as a defensive back.

Ralph Lewis



PCD	15	Belton	0	PCD	0	Lillis	7
PCD	21	St. Joe	20	PCD	27	St. Mary's	7
PCD	20	Codasco	7	PCD	6	St. Pius	29
PCD	24	Burroughs	7	PCD	25	Ft. Osage	13
PCD	21	Hogan	7				

The Homecoming

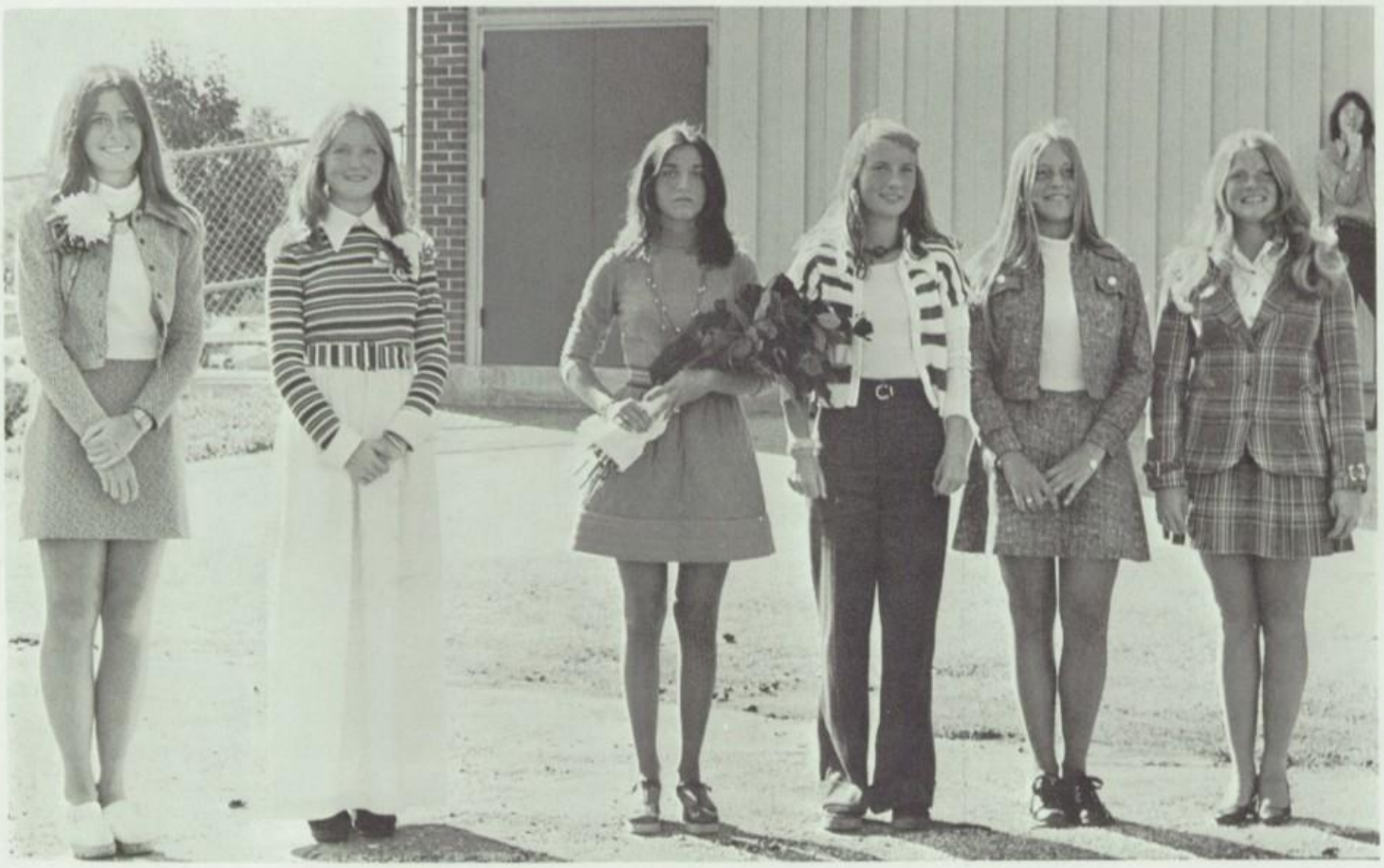
The Homecoming event of 1973-74 was really no different than that of previous years, except in the group of candidates themselves, who were Jennifer Deweese, Karen Kamen, Jill Shackelford, Betsy Shaver, Mary Weltmer and Mimi Willits. It is difficult to say who was most qualified to be the queen because there are, it seems, no generalized set of standards or qualifications by which a queen is chosen. Even if there were, how do those that do not know the candidates or perhaps have never seen them before, make a valid decision? For this reason, an assembly is held on the day prior to the homecoming game, in which short speeches are given on each candidate by her escort. After all the speeches are completed, the actual voting occurs.

On the Saturday of the Homecoming game during half-time all the candidates are driven around the track and then escorted to their designated place on the field. Congratulations to Karen Kamen who was then announced Homecoming Queen of 1973-74 and given a beautiful bouquet of roses.

It seems that many people were surprised and/or confused about the selection of the Queen, merely because Karen has been at Sunset for only several months--that perhaps she was chosen due to the masterful speech given by her hysterical escort Craig Kelly.

Overlooking the fact that Karen has been at Sunset only a short time, all of the candidates were equally qualified and eligible to be queen. It is an interesting event simply because there is no way of knowing how participants will vote or in what light they will concern themselves.

Anonymous



Pictured above: Jennifer Deweese, Betsy Shaver, Karen Kamen (Homecoming Queen), Jill Shackelford, Mary Weltmer, Mimi Willits.

Basketball

Although the 1973-74 Pem-Day basketball team sustained an outstanding 19-3 record, their season ended on a rather disappointing note. Hopes of earning a 2A state championship diminished when the Raiders, after defeating three teams to achieve the title, fell in the first round of the state play-offs to the Higginsville Huskers.

Nonetheless, the Raiders did have a remarkably excellent team and Coach Jim Ryan ended his coaching career on a very positive note. Ryan felt that this past year's basketball squad can be ranked as one of his best. He commented, "They played good ball and represented the school and themselves very well."

Senior co-captains Ted Greene and Gib Keller stated that the success of the Raiders could be attributed to the fact that "they were a closely knit group and had a good time playing together." The starting five, consisting of seniors Greene, Keller, and Randy Norman and juniors Dave Barnard and John Fenley, climbed as high as 7th in the Kansas City Star's Metro Basketball Poll, the highest rank of any independent team in the city.

Greene, playing at the post position for the Raiders, led the squad for the 2nd consecutive year in scoring with an average of 22 points per game. Greene was named to the 2A all state team, and also to the second all Metro team. Norman, named as all District forward and also Honorable Mention on the state team, was second in scoring with a 19-point per game average. Norman also excelled in capturing rebounds for the round-ballers. Keller, all district guard, led the squad in assists and also was known as a pretty crafty ball handler.

It might be a few years before new head coach Bob Gleeson can produce a team with the qualities of the '73-74 squad. Gleeson substantiates the fact that it will be hard to replace Greene, Keller, and Norman, but also believes there is a great deal of potential in returning players.

Ted Greene
John Hurwitz

PCD	68	Excelsior Springs 61	PCD	83	Kearney 50
	68	Grandview 50		65	St. John's 57
	85	Belton 61		63	St. Pius X 68
	74	Olathe 66		73	Southwest 64
	68	Hogan 62		79	Barstow 56
	60	Raytown 54			
	63	Truman 46	Regionals		
	72	Smithville 46	PCD	72	Pleasant Hill 42
	65	O'Hara 56		81	Lillis 80
	75	Ft. Osage 61		72	Raymore-Peculiar 65
	82	Codasco 40			
	80	East High School 48	State		
	57	Rockhurst 64	PCD	50	Higginsville 58

l. to r.: Dave McGuire, Don Atha, Dave Barnard, Ted Green, Randy Norman, Coach Jim Ryan, Rick Harmon, Scott Ward, Ken Tobin, John Fenley, Gib Keller.

back row, l. to r.: Coach Robert Beake, John Quinn, Joel Eisemann, Chris Blake, Ted MacLaughlin, Tim Sutton, Coach Pat White; middle row: Steve Schneider, Larry Bates, John Deweese, Scott Nelson, Jim McCarten, Joe Kessinger; front row; Marty Monsees, Mike King, Sandy Smith, Tim Quinlan, Karl Bricker

Wrestling

		PCD
St. Joe	52	12
Northeast	48	21
O'Hara	55	9
Butler	33	22
Codasco	49	15
Ward	33	27
St. Pius X	58	6
Kearney	52	14
St. Mary's	27	39

The 1973-74 wrestling season was not one of the best in Pem-Day's history, despite excellent coaching by Pat White and Bob Beake. The only standout wrestler on the team was senior captain Ted MacLaughlin. And even he, plagued by injuries, bombed out at the end of the season.

The team was a very close-knit group, and shared the burden of defeat together. Tim Sutton, a good wrestler who was injured at the peak of the season, said, "This year's team was the closest one I have ever seen. We still have parties together long after the season has ended."

The grapplers won one match against St. Mary's. This was a great experience for the team because the younger wrestlers were able to have the full six-minute matches. Experience is one of the most important parts of wrestling.

At the District Tournament there were many suprises. Sophomore Tim Quinlan showed great promise by taking fourth place. Larry Bates showing his quick moves and great strength took third place. Ted MacLaughlin made it to the finals and then lost to a similar 15-0 opponent, after an overtime on a highly disputed referee's decision.

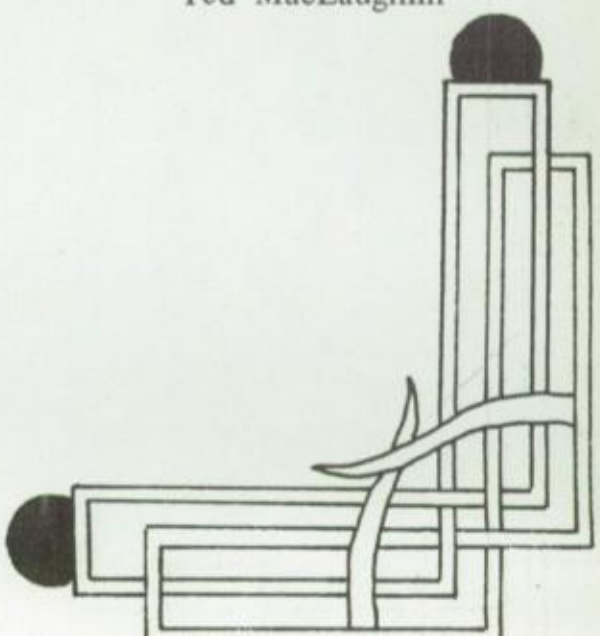
At Regionals Tim and Larry lost early and were therefore out of it. MacLaughlin, coming off a few freak injuries, not being able to work out for two weeks, won his first match, but then lost his next match to the eventual second place winner in the state. He then had to "wrestle-back" against the opponent to whom he had lost at districts and was beaten fairly decisively. When asked to explain his loss, MacLaughlin commented, "I just couldn't get psyched up, which is a very important part of wrestling."

Next year's captain will be Tim Sutton. He will be backed by seniors Jim McCarten, Larry Bates, Scott Nelson, and the ever-ferocious Chris Blake.

Wrestling is an excellent discipline. Participants must work their bodies and minds to the very peak of their efficiency while dieting to keep their weight down. Drugs and other things which cloud perception cannot be used. The experience of having no excuses for defeat and full responsibility for victory is unequaled in any other high-school sport.

In my opinion, wrestling is an activity which has, for the individual, the greatest potential for growth and self-exploration of any sport.

Ted MacLaughlin



standing, l. to r.: Coach Rick Sahakian, Matt Dennis, John Hurwitz, Bill Reid, Blair Johnson, Joe Beatty, Dave O'Hara, Mitch Mueller, Craig Kelly, Coach Ron Vierling; kneeling, l. to r.: Jim Smith, Brian Crockett, Mike Rees, Chuck Finkle, Terry Magady, Chris Wetherill, Jamie Allain, Jamie Barickman, seated, l. to r.: Mike Shaffer, Elson Lima, Jeff Wurster, Steve Stoops, Bill Hornbeck, Tom Cohen, Clint Greenbaum.

Soccer

Four years ago when I arrived at Pem-Day, the soccer program consisted of seventeen young men, one set of worn, tattered jerseys, four soccer balls, and no soccer field or goal nets.

Now, with the conclusion of the fifth year of soccer at Pem-Day, the school sports two soccer coaches, a home field for varsity and junior varsity competition, a practice field, a fine set of nets, and two sets of jerseys. In addition, there were fifty young men playing soccer this year--the most important fact of all.

It occurs to me, then, that the most significant thing that I have seen happen at Pem-Day is that a tradition of participation and excellence has been established.

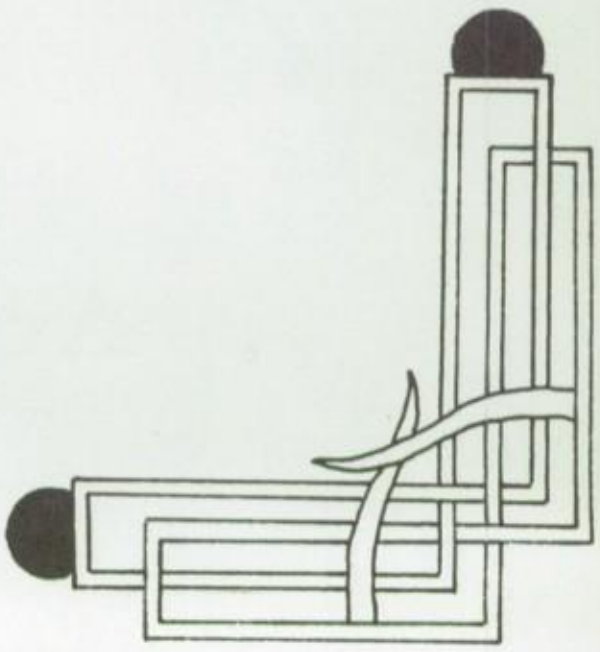
This year's seniors have never played on a losing team. And this year's seniors have helped to firmly establish the notion that in soccer at Pem-Day, one gives himself over to the group, and one never quits. Over and over again, Pem-Day has won games in the waning minutes because the teams refused to accept defeat.

And over and over again the teams have conducted themselves like gentlemen and sportsmen in situations that would have tried the patience of far older and more "mature" men.

Thus, it is the opportunity for growth, personal and corporate, that is the most important thing soccer offers the Pem-Day student. It is the opportunity to extend oneself beyond oneself under the stress of competition that is essential.

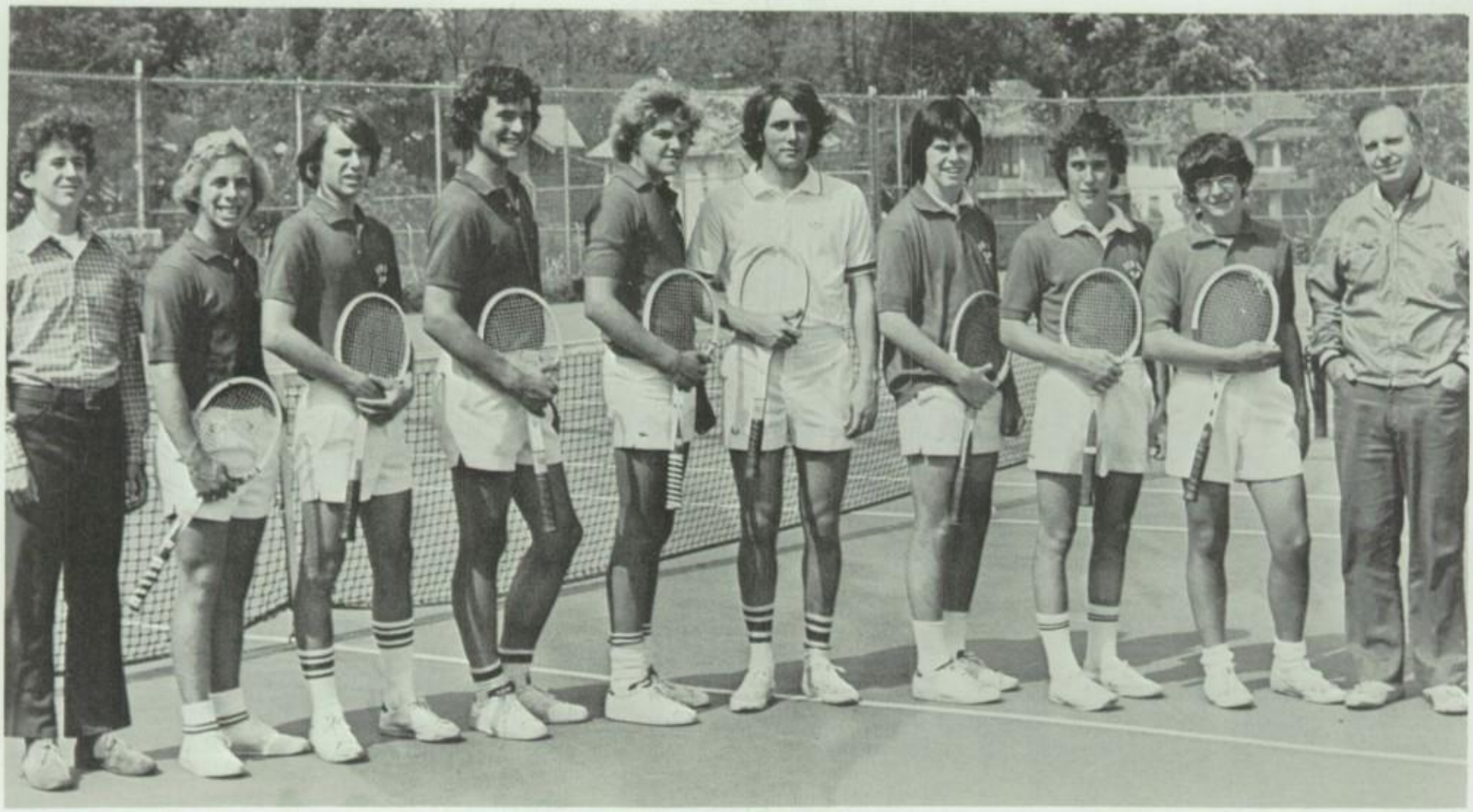
Ron Vierling

Pem-Day	4	Belton	0
Pem-Day	4	O'Hara	2
Pem-Day	0	Smith Cotton	7
Pem-Day	2	Hogan	1
Pem-Day	0	Miege	2
Pem-Day	1	Rockhurst	2
Pem-Day	1	O'Hara	0
Pem-Day	3	Smith Cotton	3
Pem-Day	2	Hogan	1
Pem-Day	2	Miege	1
Pem-Day	1	Rockhurst	0
		District Tournament	
Pem-Day	4	O'Hara	0
Pem-Day	1	Rockhurst	2



Tennis

l. to r. - Rob Muth (mgr.), Brad Smith, Keith Averill, Mike Rees, George Holden, Dave Barnard, Jamie Haden, Earl Brosnahan, Fred Goodwin, Coach Hill Hughes.

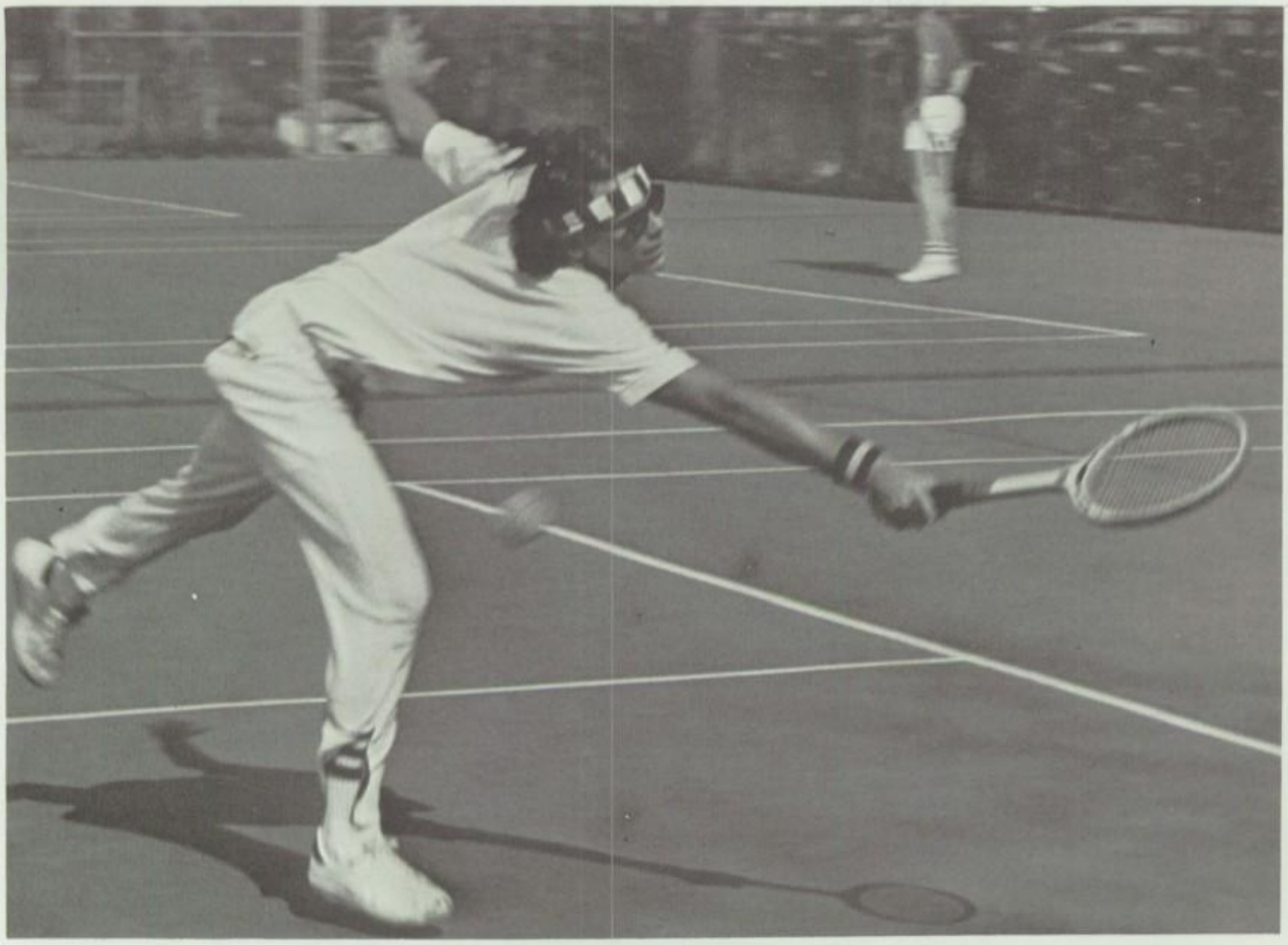


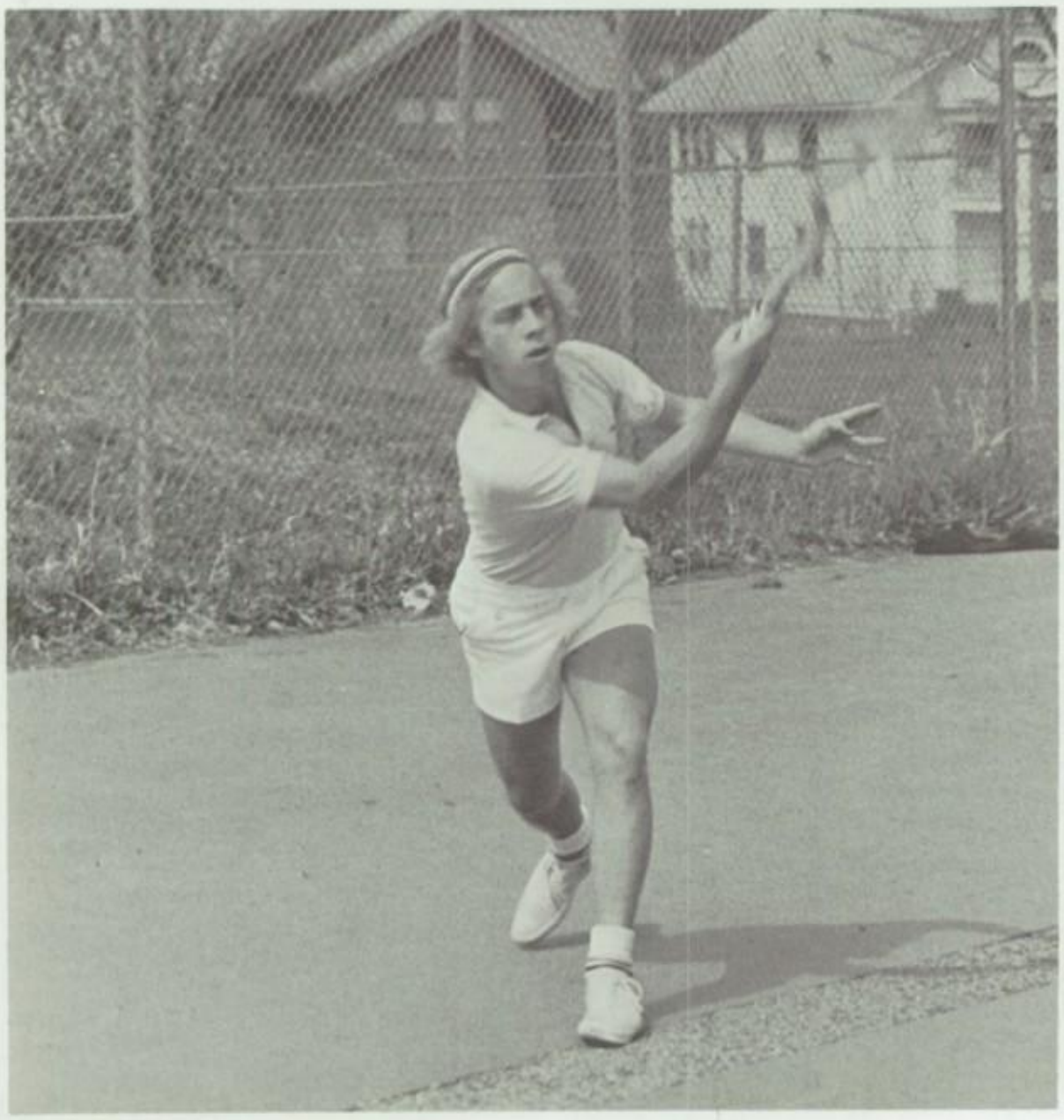
The tennis team this year had a very fine season, finishing with a record of 7-3. They took second in a team tournament at Topeka and, for the 8th straight year since districts were instituted, won the district title. The team, led by junior captain Dave Barnard and fitted with a host of other juniors and sophomores, sent the doubles teams of Smith-Rees and Holden-Haden to the state tournament. Although neither team did well, the racquet-men were ranked 10th in the state.

Coach Hill Hughes played a vital part in forming this group of young individuals into the solid, aggressive playing unit that they became by the end of the season. Hughes worked with the team on and off the court, increasing the feel that each player had for tennis by meetings third mod, conferences between sets during matches, and private meetings with players about individual problems they might have. Mr. Hughes does not receive any recognition for this abundance of extra effort, so I would like to express my own personal gratitude for this guidance. I am sure the rest of the team feels the same way.

This season may not have proved as successful as past seasons in terms of statistics, but it was definitely profitable for all individuals involved. It was a building experience, and consequently the future of tennis at Pem-Day looks very bright.

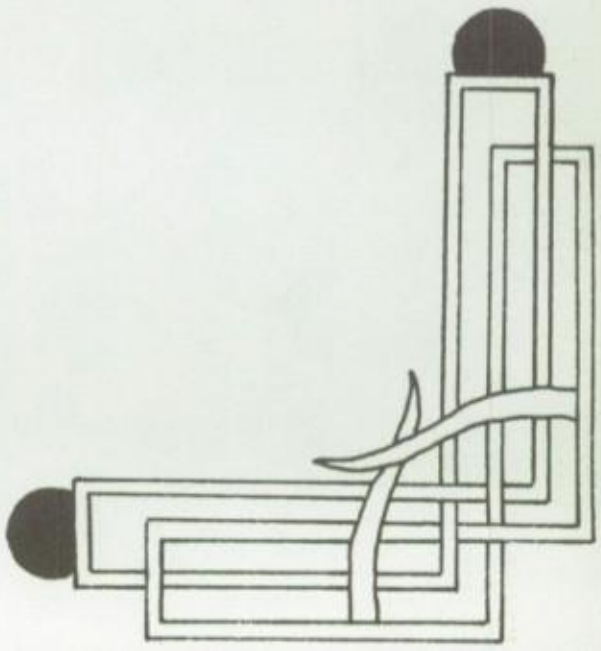
Mike Rees





PCD 0	Barstow	0
PCD 6	Washington	3
PCD 9	Shawnee Mission North	0
PCD 7	Southwest	2
PCD 9	Shawnee Mission West	0
PCD 4	St. Joseph Central	5
PCD 23:	Topeka	24
	Topeka West	17
	Topeka Independence	8
PCD 2	Cadasco	1
PCD 0	Shawnee Mission South	9
PCD 6	Rockhurst	3
PCD 2	St. Joseph Central	5

first among 22 schools at districts
tied for 10th in the state tournament



back row, l. to r.: - Jeff Bublitz, Dave O'Hara, Alan Atha, John Weltmer, Morgan Olander, Ian Ayres, Jeff Wurster, Dick Sandifer. 3rd row - Peter Breitenbaugh, Conn O'Rourke, Mike King, Scott Nelson, Chuck Finkle, Cling Greenbaum, Tom O'Hara, Roy Crooks, Daryl Warder, Coach Flappan, Coach Hicks, 2nd row - John Quinn, Matt Robinson, Ted MacLaughlin, Bill Hornbuckle, Jamie Allain, Matt Mrkonic, Chris Wetherill, Mark Piedimonte. 1st row - Elson Lima, Don Atha, Gib Keller, Ken Tobin.

Track

PCD vs. Manuel	(won) 62-28
Warrensburg Relays (indoor)	third
PCD vs. Pius & Hogan	(won) 103-44-34
Miege Relays	sixth
Kearney Relays	first
Warrensburg Relays	first
Knights of Columbus Relays	first
PCD vs. St. Joseph	(won) 79-66
PCD vs. Codasco	(won) 87-52
Catholic Prep Conf.	first
District	first
State	first

With the best track team in the school's history, Pem-Day discretely romped to the 1974 Missouri State AA title, PCD's first in over 20 years. After winning the district meet with a phenomenal 80 points, the team, led by captain Gib Keller, amassed 52 points--more than double second place's 23½.

The rest of the season was merely a warm-up for Columbia. The team, coached by Bob Hicks and Leon Flappan, won three major championships in addition to the Catholic Prep Conference Title and three other small meets.

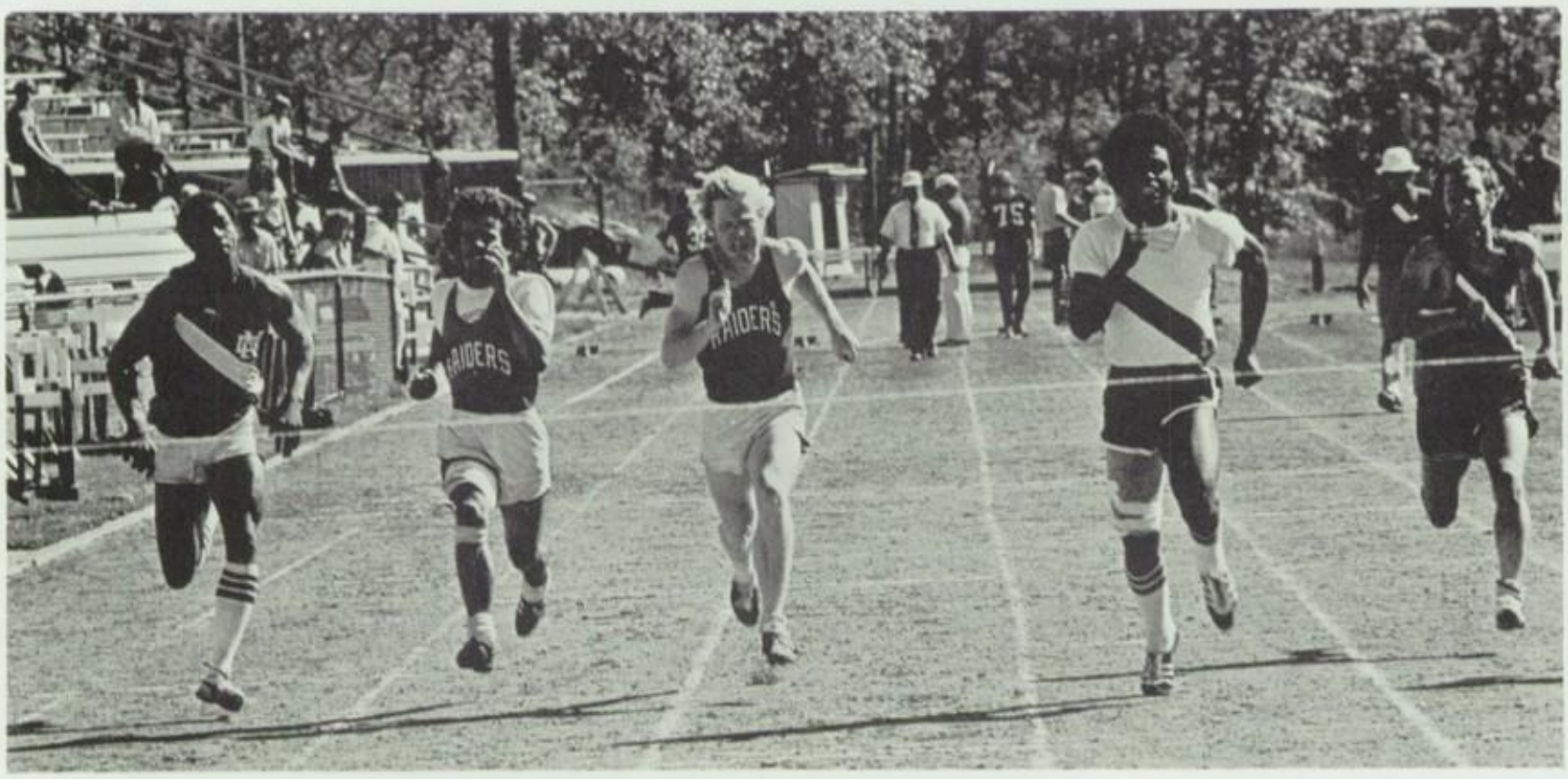
For the third year in a row, the two-time state championship 880 yd relay team was asked to a special invitational event at the Kansas Relays. Running against such schools as Raytown and Central, the team of Wetherill, Hornbuckle, Atha, and Allain took third.

AFS'er Elson Lima proved to be an indispensible part of the team, consistently taking 1st and 2nd in the 100 yard dash, and running with Allain, Bublitz, and Atha on the state championship Mile Relay team. Elson was 4th in the 100 at the state meet and anchored the state winning 880 yd relay team with Allain, Wetherill, and Hornbuckle.

Other outstanding performances were by Gib Keller in the long jump (school record) and triple jump (state record), and Don Petrie in the shot put (school record) and discus throw. Each took two firsts in the state meet. Gib also placed 4th in the low hurdles. Chuck Finkle lowered his two mile school record time and was undefeated, except at the state meet. Other points in Columbia were scored by Chris Wetherill in the 220 yd dash (2nd place) and 100 yard dash (3rd), Dick Sandifer in the long jump (2nd), and Bill Hornbuckle in the 220 yd dash (5th).

Though the team is losing a swarm of seniors, next year's team will undoubtably be treated with respect, and with the help of upcoming freshmen should continue the tradition of fine Pem-Day track teams.

Chris Wetherill


RAIDERS
RAIDERS

Golf

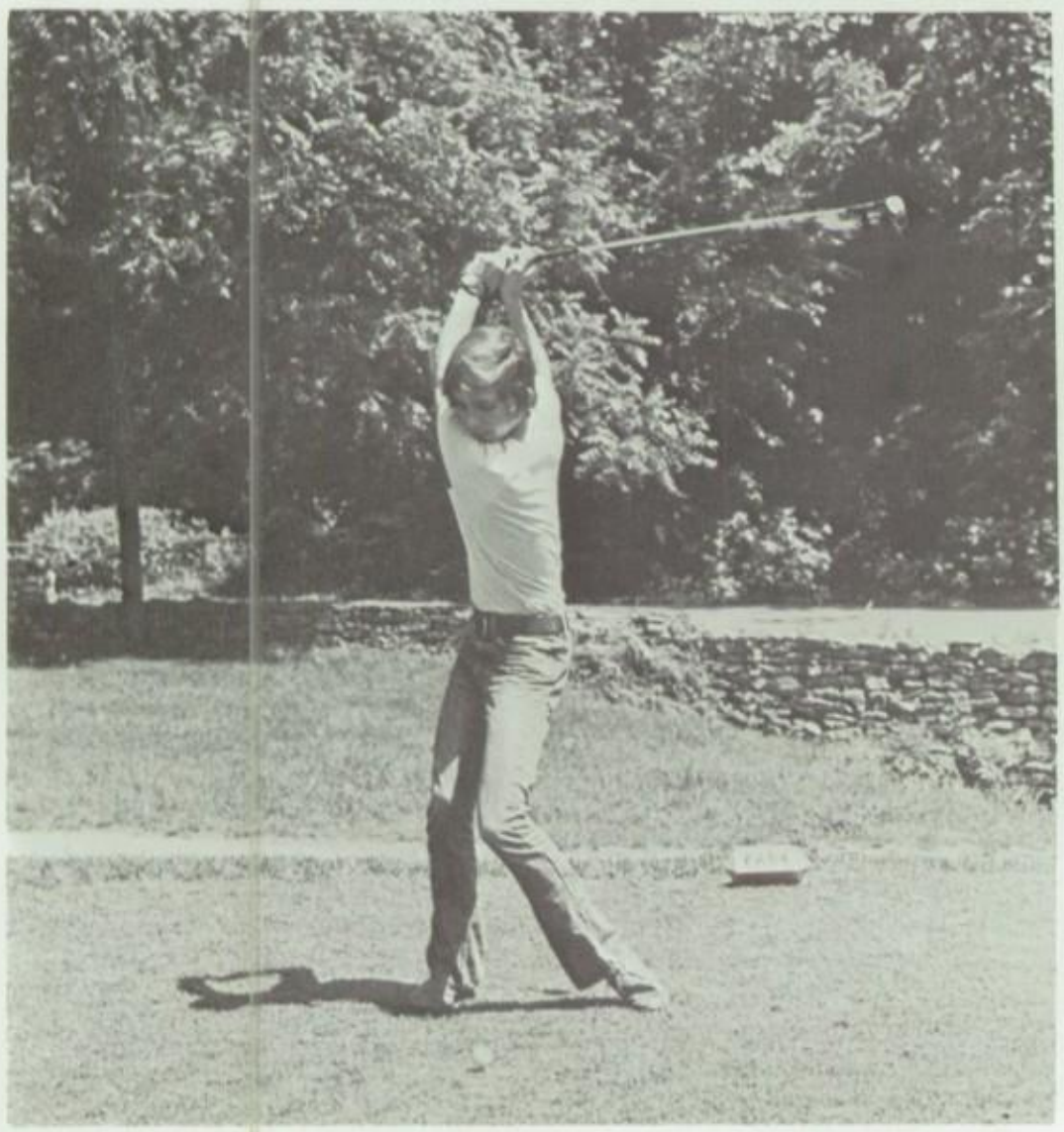
back row, l. ro r.: Coach Bob Gleeson, Joe Casper, John Shelden, Dave McGuire, Joel Eisemann, David Watkins; middle row, l. to r.: David Zimmer, Ted Kahn, John Moffit, Carr Kline, Mitch Mueller; front row, l. to r.: Jim Quinn, Jim MacLaughlin.

The 1973-74 Pem-Day Golf Team played rather unexpectedly well this season. Although still plagued with inconsistency, the Raiders came through with their most successful season in several years. Twice the team broke 160 in four men team play, a feat which had not been accomplished since 1969.

The team was consistently led by six players. Seniors Jim MacLaughlin, Joe Casper, and Joel Eisemann, juniors Jim Quinn and Dave McGuire, and sophomore John Shelden were the low shooters over the season. Dave McGuire was the most consistent team medalist, followed by Jim Quinn and Captain Joel Eisemann.

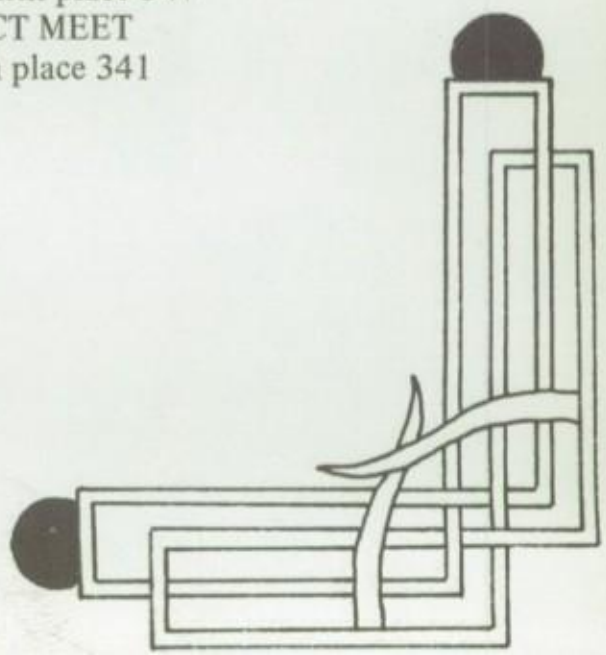
In his first year of coaching golf, Bob Gleeson did a good job. Taking charge of a team which had possibilities of being poor, he held it together with the aid of the team captain. And, although there are three graduating seniors, the traditional favorable outlook must apply to next year's team. With the fine play of this year's juniors and sophomores future success is a definite possibility.

Joel Eisemann



Pem-Day 158 . . . . . Belton 181
Pem-Day 160 . . . . . O'Hara 162
Pem-Day 328 . . . . . St. Joseph Central 325
Pem-Day 167 . . . . Miege 176 Southwest 177
Pem-Day 173 . . . . . Raytown 166
Pem-Day 165 . . . . . Rockhurst 167
Pem-Day 157 . . . . . Van Horn 171
Pem-Day 169 . . . . . O'Hara 178
Pem-Day 171 . . . . . Truman 165
Pem-Day 162 . . . . . Southwest 168
Pem-Day 162 . . . . . Codasco 166
Pem-Day 164 . . . Rockhurst 160 St. Pius 167

SHAWNEE MISSION INVITATIONAL
4 man tenth place 371
2 man ninth place 179
WILLIAM JEWELL INVITATIONAL
4 man thirteenth place 347
DISTRICT MEET
4 man fifth place 341



Baseball

Pem-Day 16	North Platte 1
Pem-Day 2	Belton 1
Pem-Day 3	Liberty 7
Pem-Day 12	Platte City 1
Pem-Day 5	Lee's Summit 0
Pem-Day 10	Turner 9
Pem-Day 5	Park Hill 0
Pem-Day 12	Platte City 1
Pem-Day 7	LeBlond 2
DISTRICT	
Pem-Day 4	West Platte 2
Pem-Day 11	Sherwood 0
Pem-Day 3	LeBlond 2
REGIONALS	
Pem-Day 5	Green City 0
Pem-Day 6	Sturgeon 0
STATE	
Pem-Day 3	Illmo Scott City 1
Pem-Day 1	Nixa 0

The 1974 edition of the Pem-Day varsity baseball team achieved its goal from the start of the season: a second consecutive state title. The team fashioned a 15-1 record with seven of those wins in the state tournament.

This year's team differed from last year's in that it didn't dominate the tournament as the team of 1973 did. The 1974 team had offense at the right times and defense at the right times to provide the state victories.

The tournament was held this year at Poplar Bluff, Missouri, and the Raiders met Ilmo - Scott City in the semi-finals. Don Petrie's 2-hit pitching and his 3 RBI's paved the way for the team's 3-1 victory.

The finals were held against Nixa, who possessed an unblemished 15-0 record. Jim Flappan pitched a strong game with Petrie helping out in the last two innings and the Raiders won, 1-0. The only score of the game came in the first inning when John Fenley doubled in Jeff Brown from second.

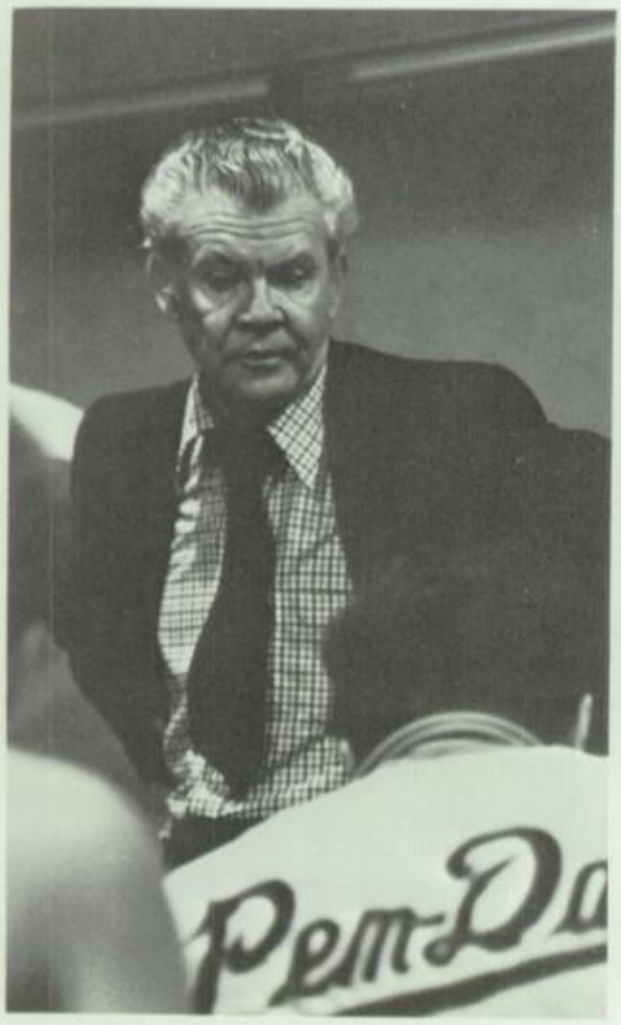
Four members of the team were placed on the all-state list. They were Don Petrie, who hit .439 and had an ERA of 0.32, John Fenley (.393), and Jim Flappan (.346), who were first team selections, and Matt Dennis (.342), who was a second team choice.

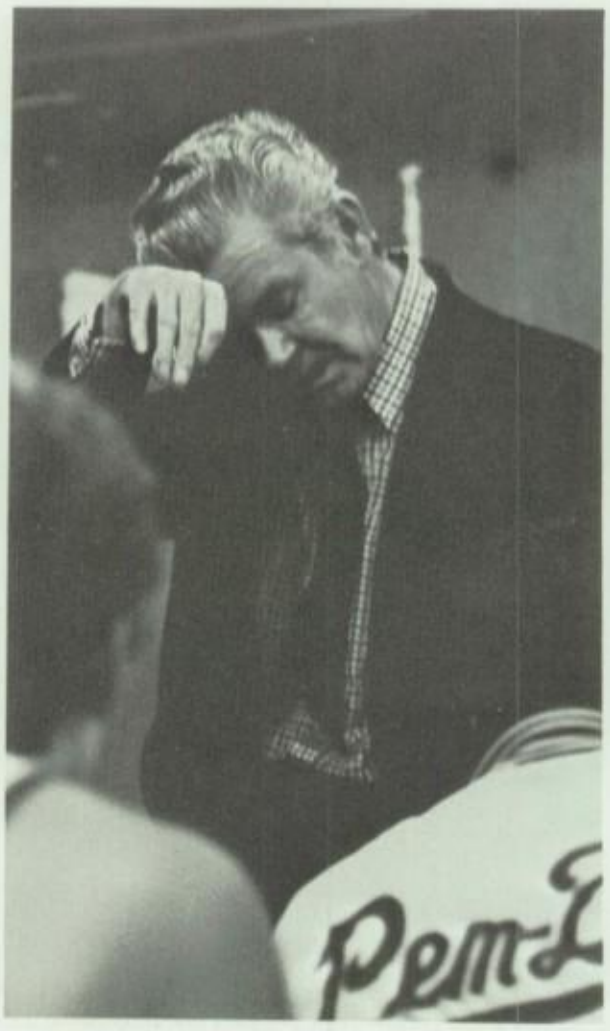
Petrie was also drafted by the Oakland A's on the sixth round and decided to sign and go into professional baseball as a pitcher.

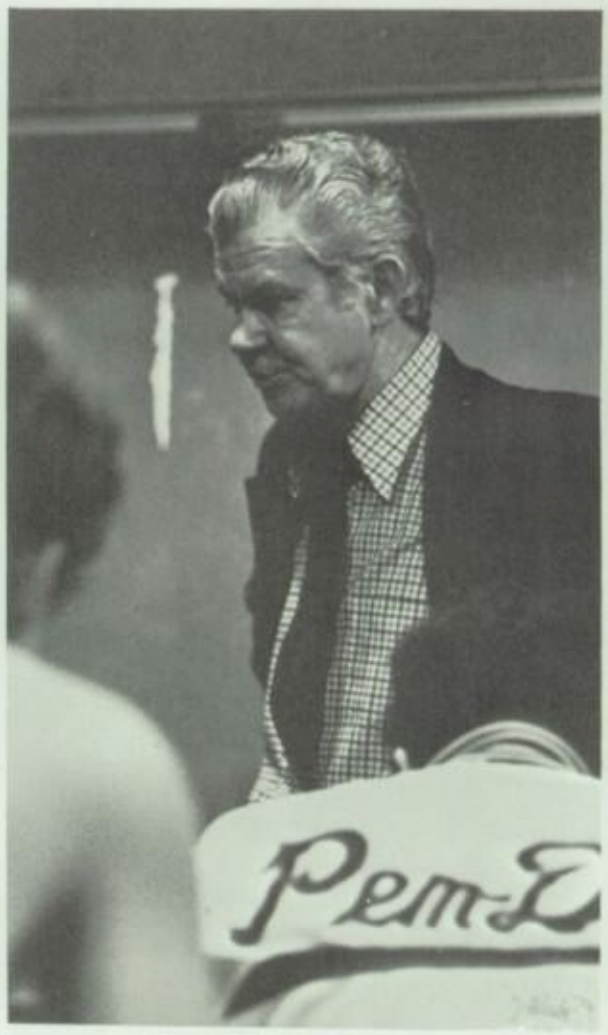
Coach Pat White was excited with the title and felt that "it was much harder this year because we were the defending champs and everyone was looking for us."

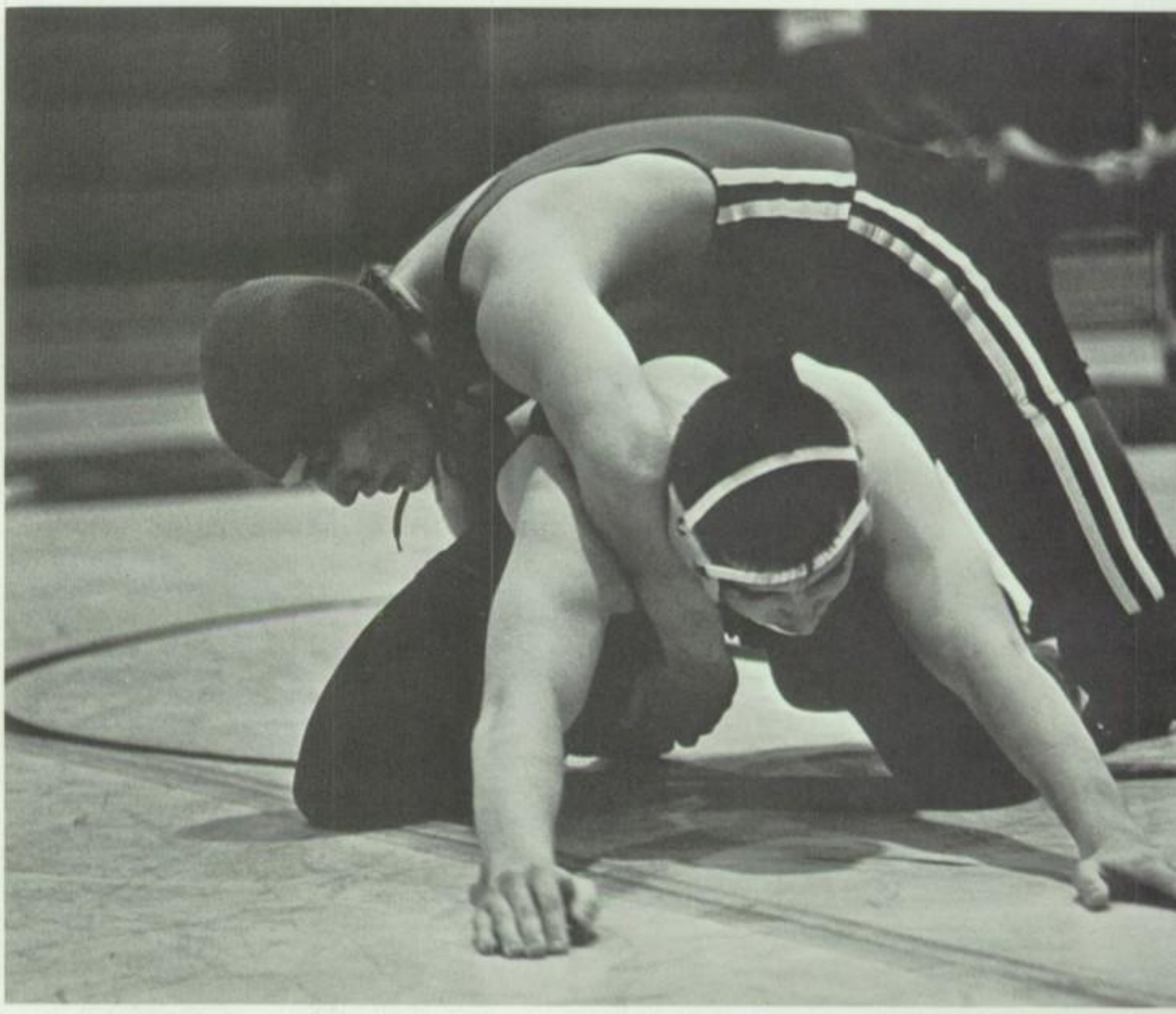
Ralph Lewis
John Hurwitz

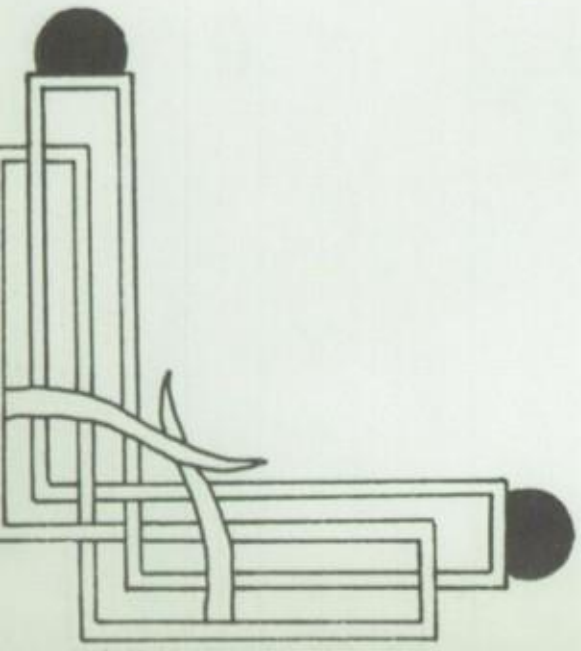
back row, l. to r.: Todd Sutherland, Karl Bricker, Steve Kraft, Larry Bates, Bryan Folk, Jim McCarten, Charles Blake, Perry Sutherland, middle row, l. to r.: Coach Pat White, Eddie Ryan, Mike Levin, Conrad Miller, Tom Bednar, Scott Ward, Coach Roger Mayhew, front row, l. to r.: Mark Bolton, John Hurwitz, Matt Dennis, Craig Kelly, Jim Flappan, Don Petrie, Ralph Lewis, John Fenley.

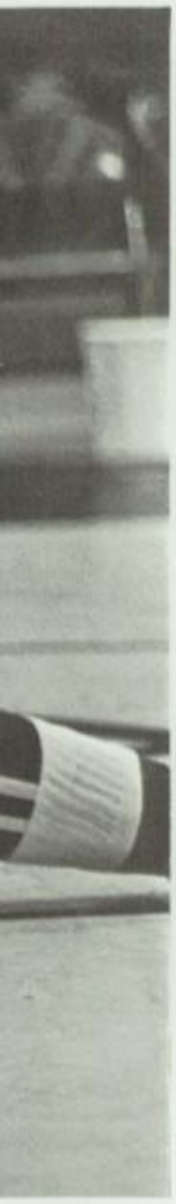

Pen-Da

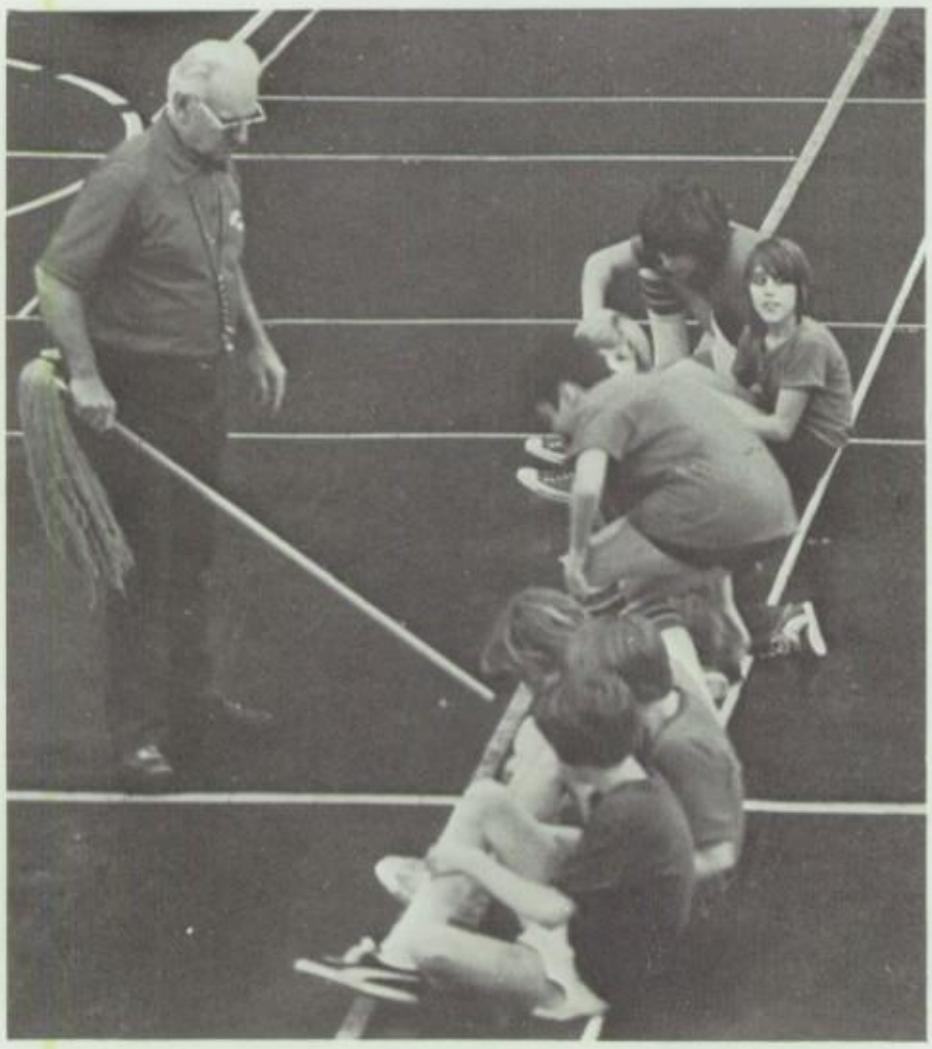

Pen-D

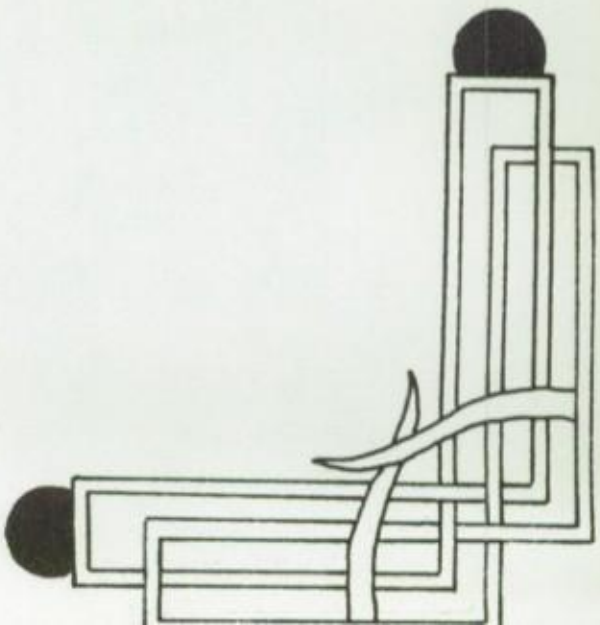

Pen-D











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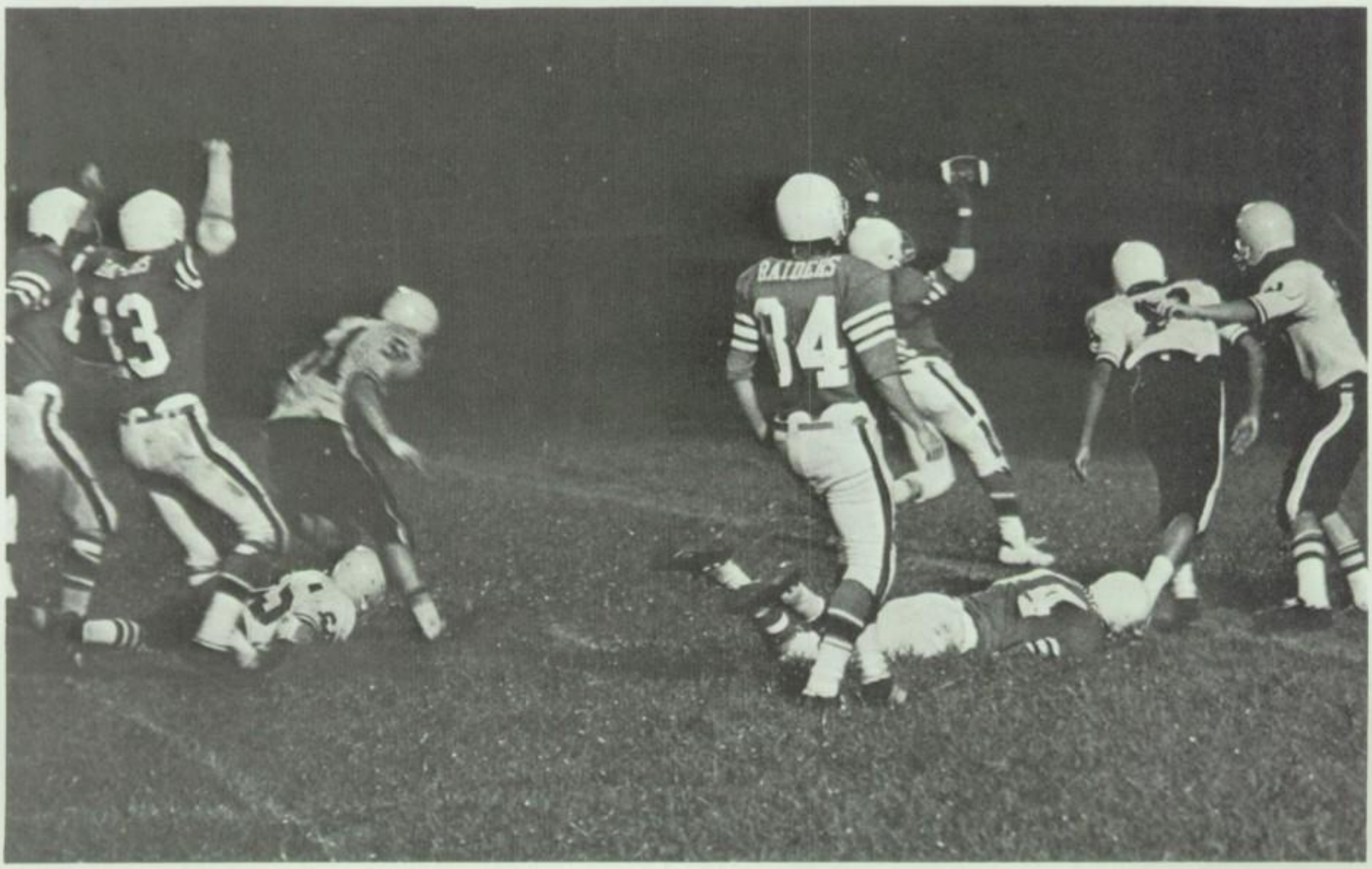
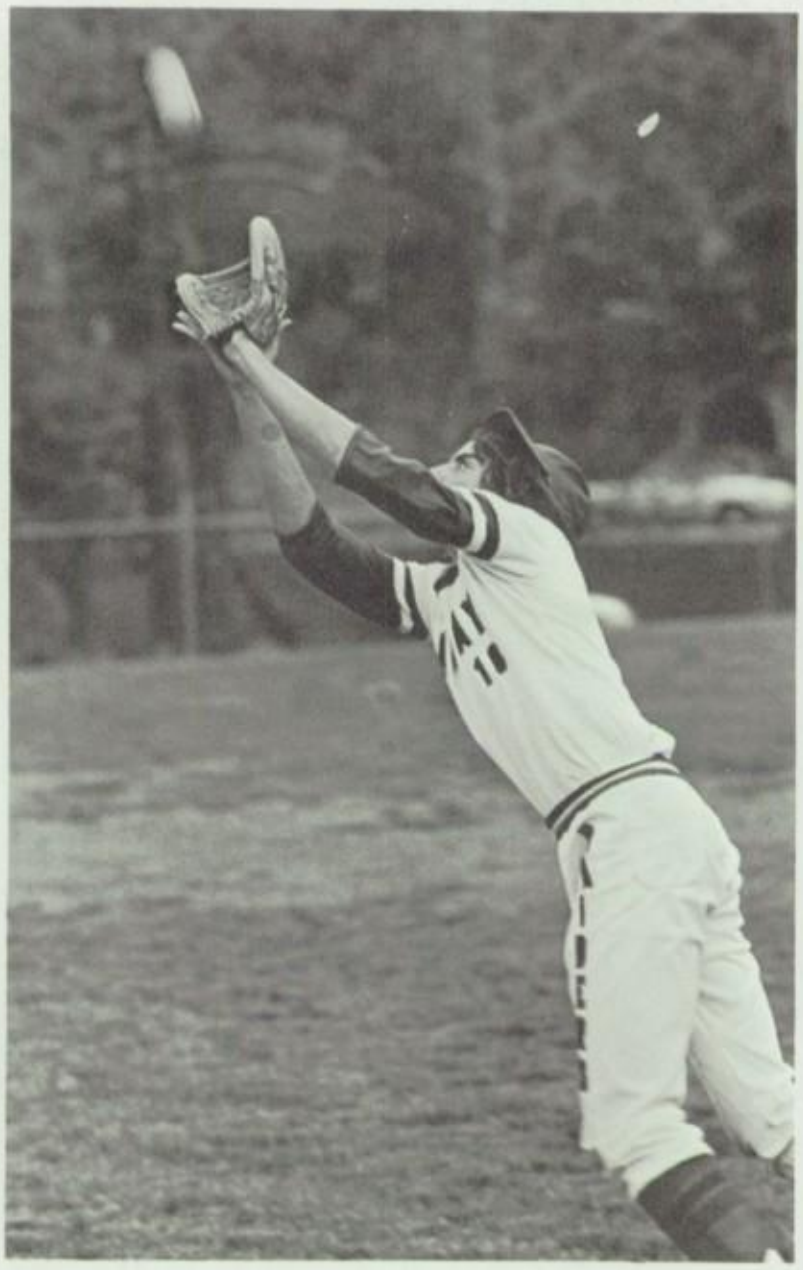
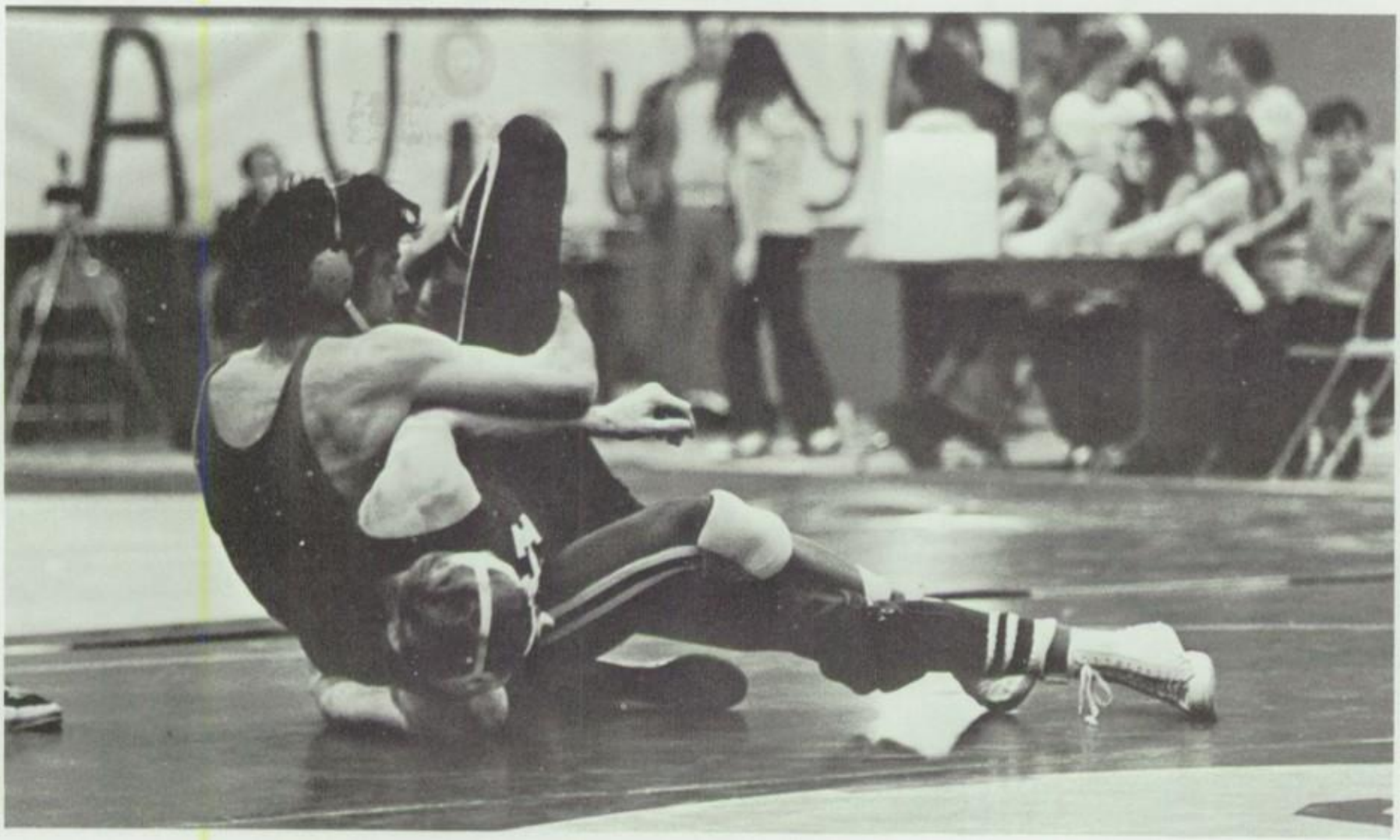
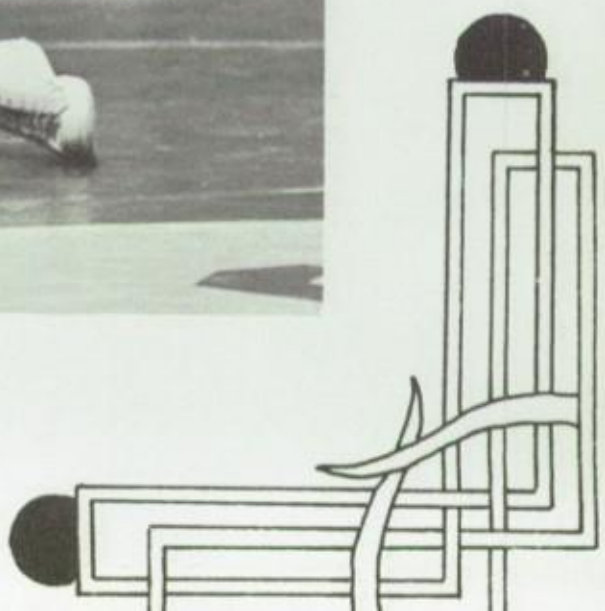

RAIDERS
14

RIDERS



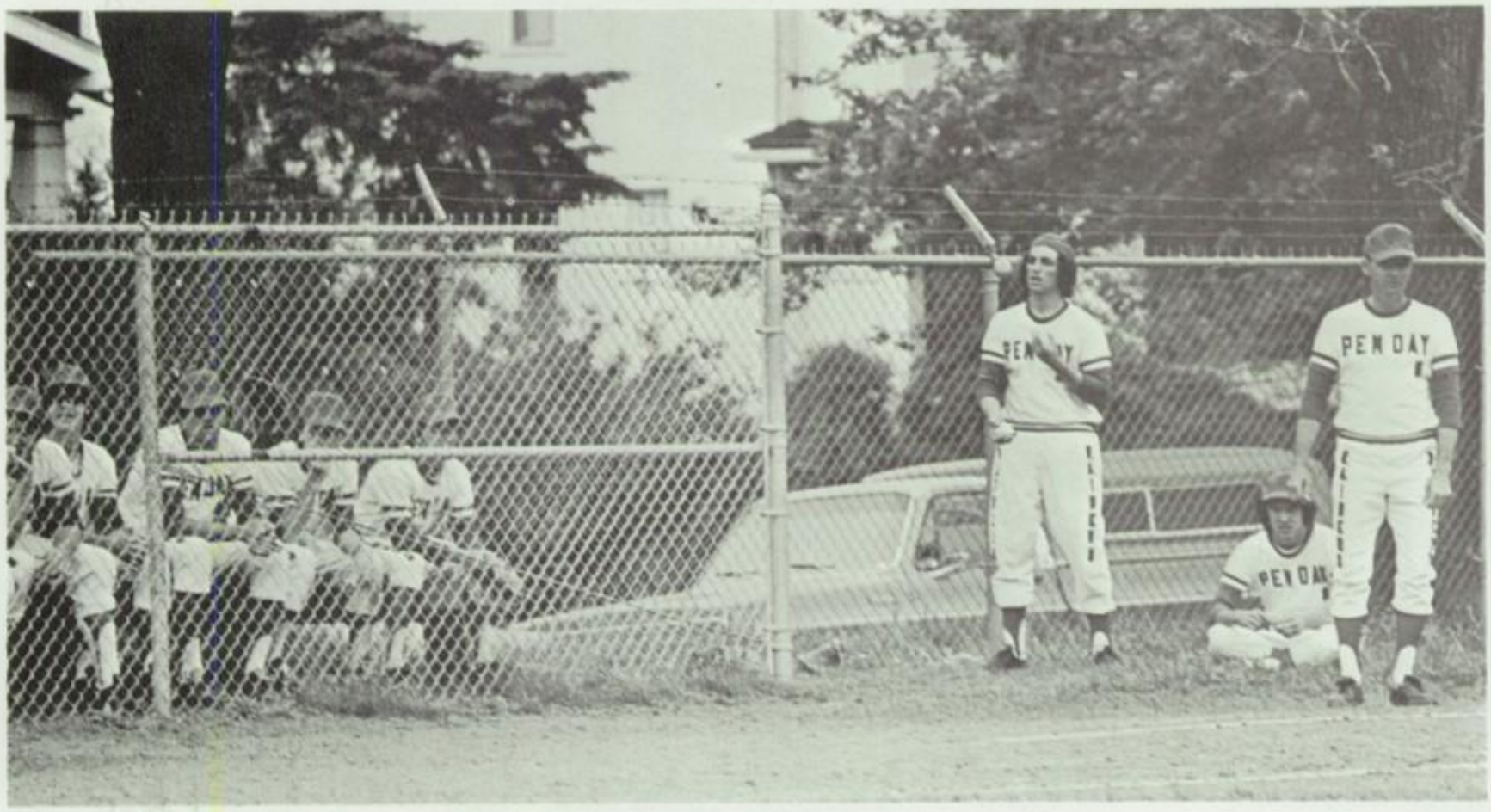




PEM DAY
PEM DAY
PEM DAY
PEM DAY
17
RAIDERS

25
32

RAIDERS
11


PEN DAY
PEN DAY

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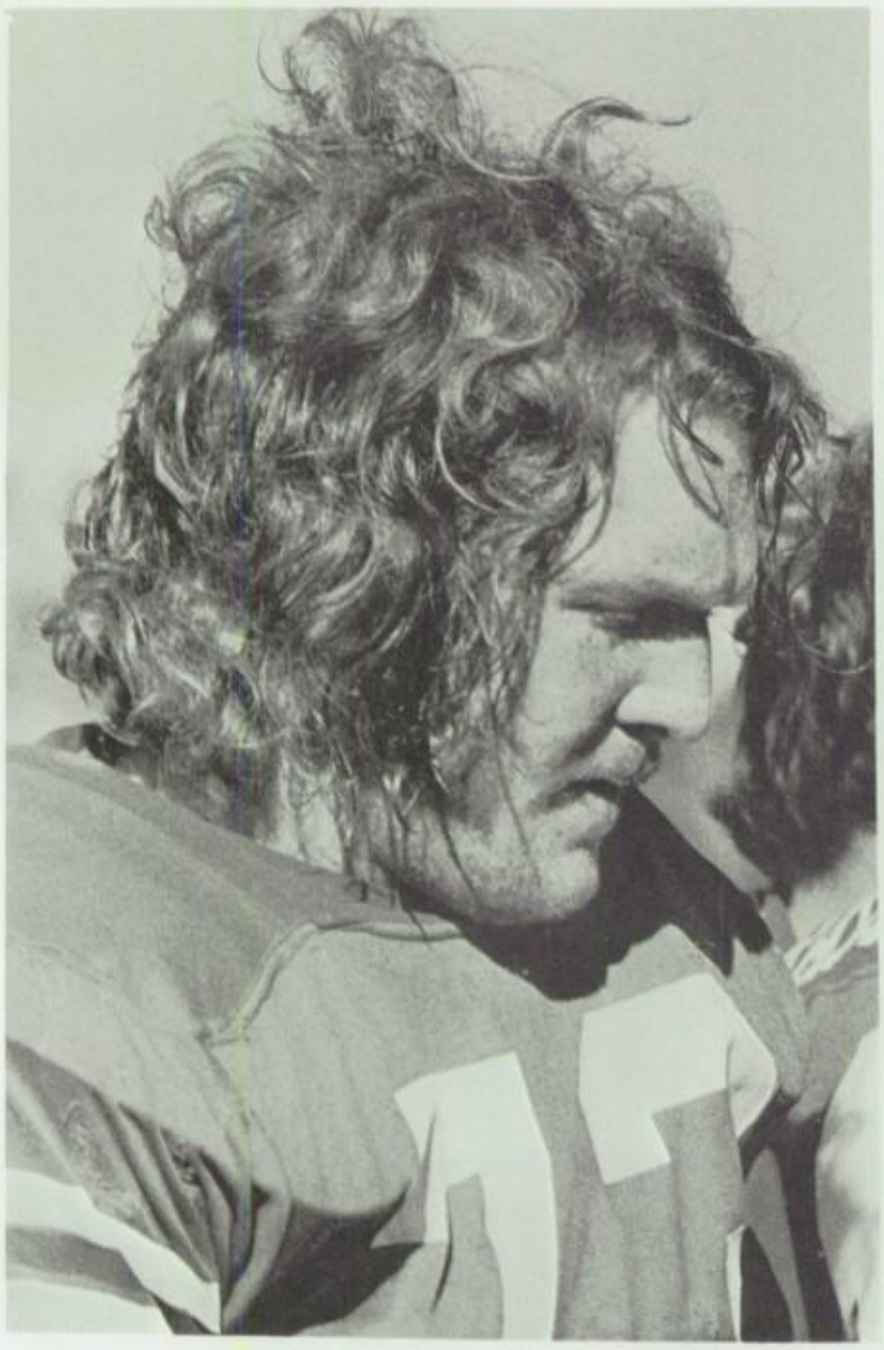
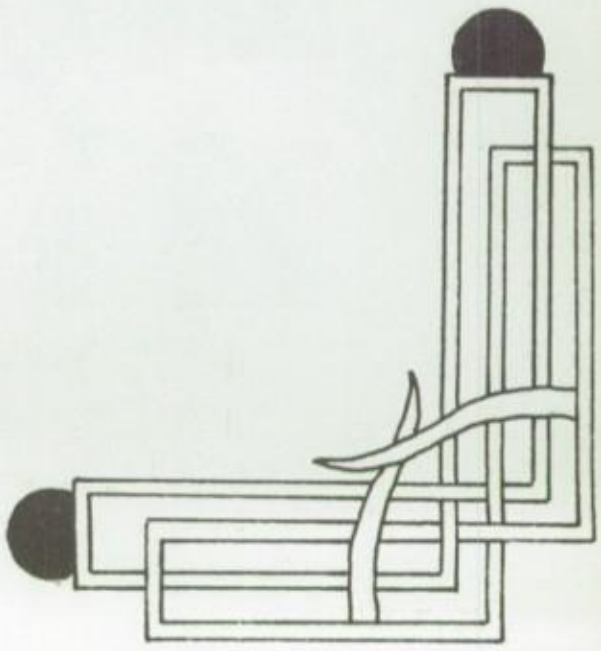
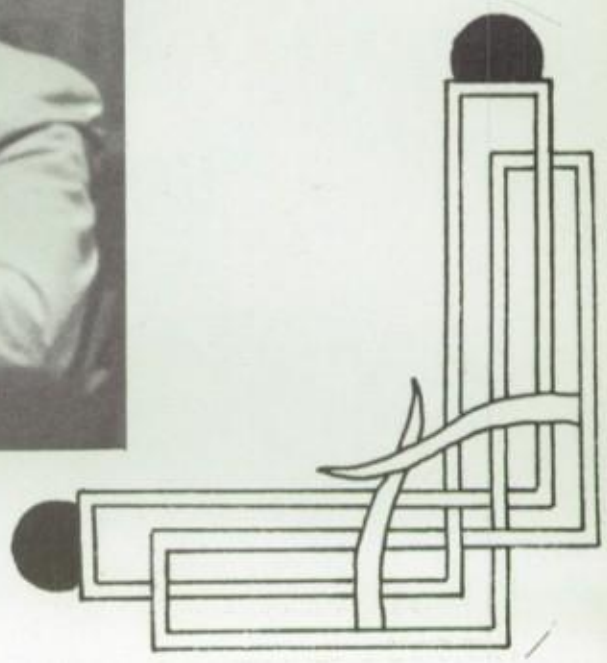
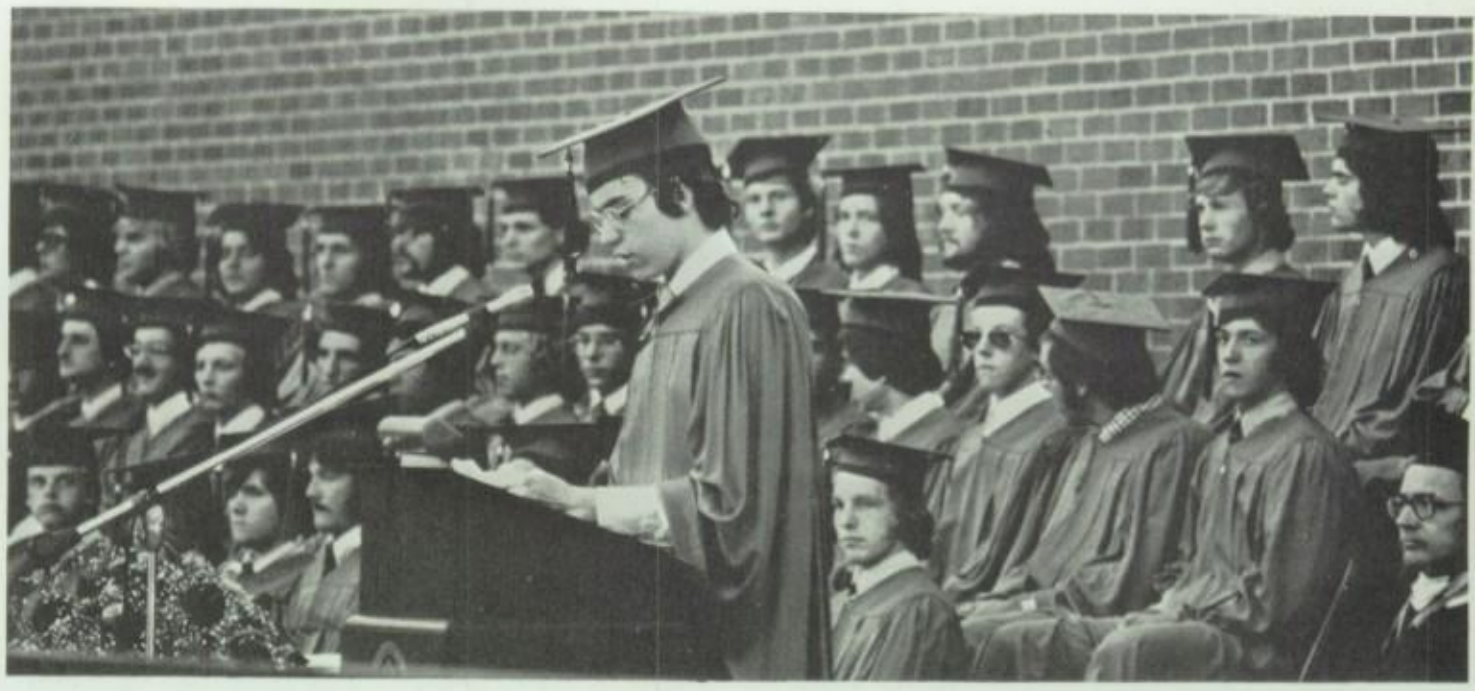


Joseph Scalet
Robert Beake
Physical Education

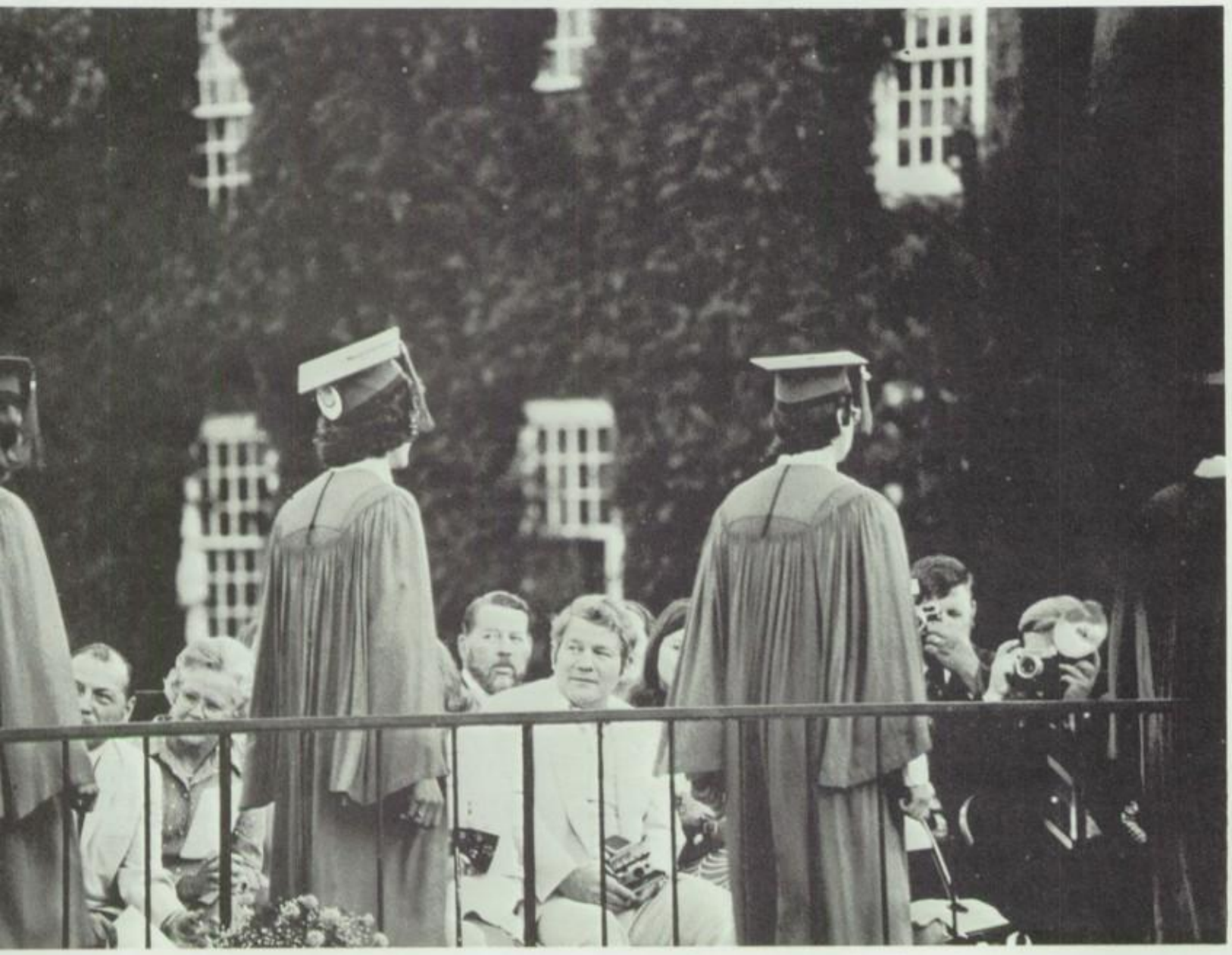


Final Assembly

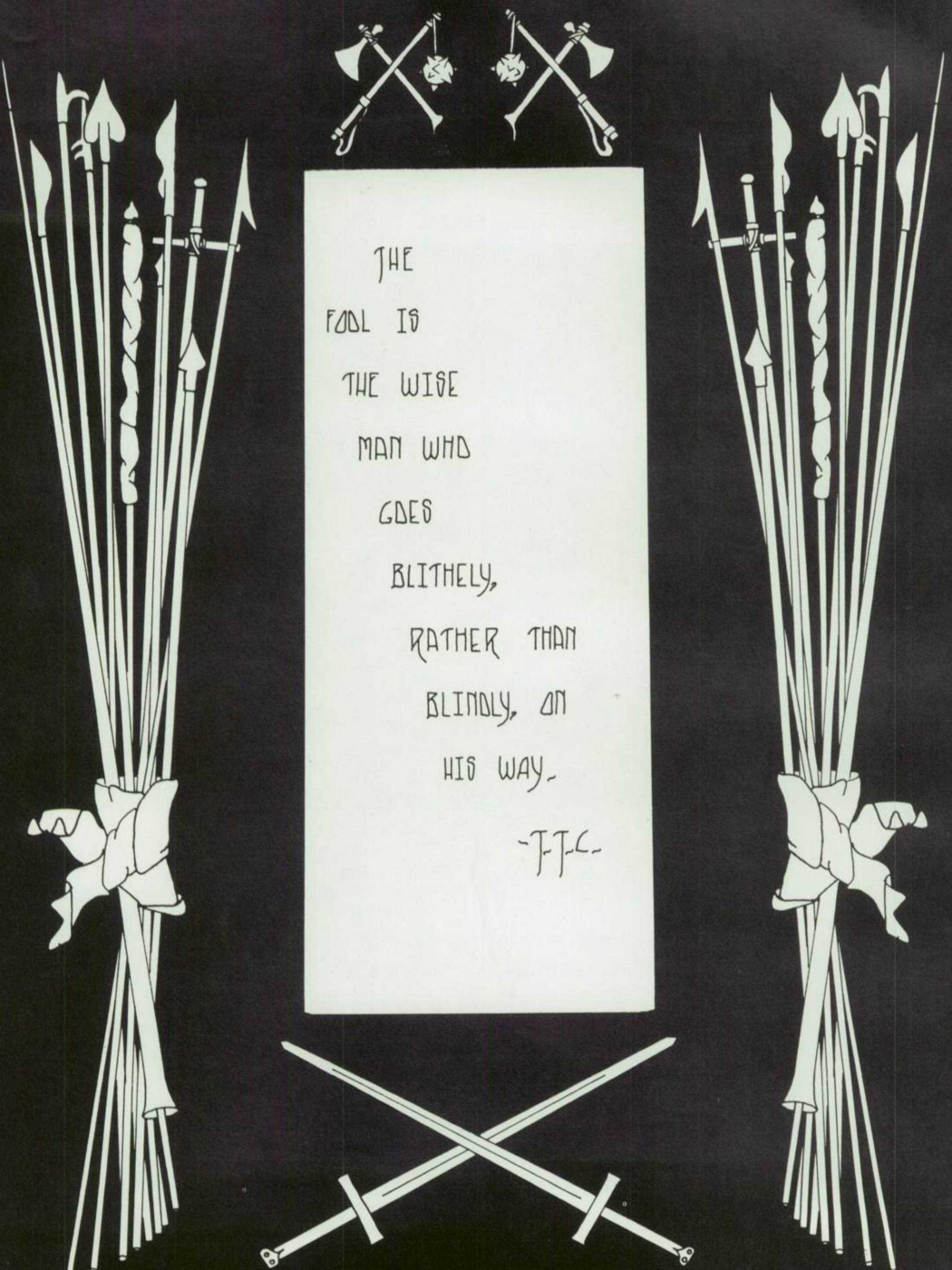




Commencement



Administration & Staff



THE
FOOL IS
THE WISE
MAN WHO
GOES
BLITHELY,
RATHER THAN
BLINDLY, ON
HIS WAY.

-J.J.C.-

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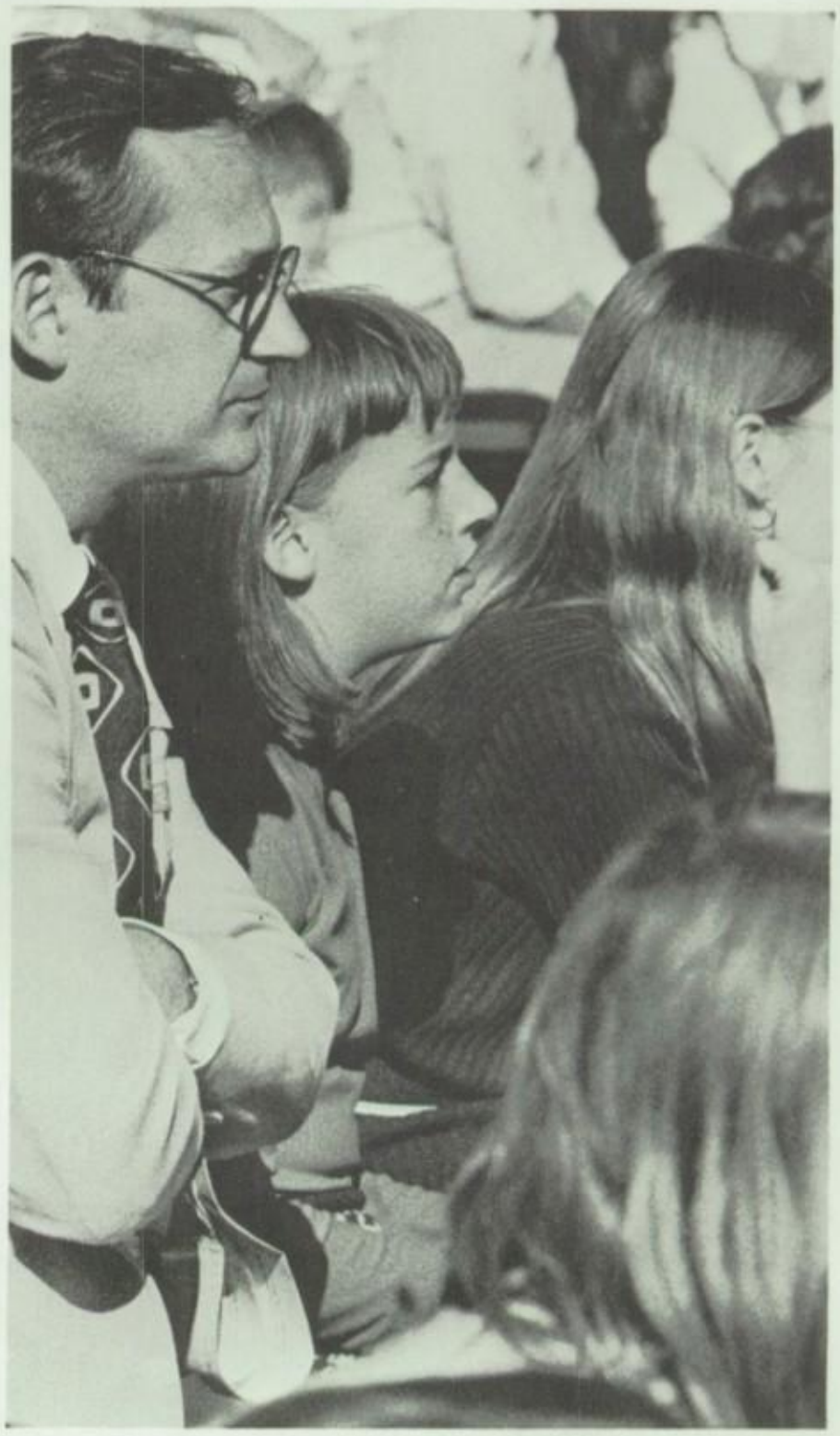
Roger Boocock



One of the most frequently asked questions I have encountered as an administrator is: "As headmaster, do you teach any classes?" If I respond, as is the case, that I do not, the next question is: "Don't you miss teaching?" The answer is both yes and no.

Yes, I miss teaching because I enjoyed it very much. I enjoyed planning the program, working with the students, and watching them grow intellectually. I am fascinated by the subject of mathematics which I taught.

As chief administrative officer for the schook, I enjoy now planning for the entire school, watching all of the students grow, and I particularly enjoy working with the faculty and school principals in trying to make a better program for the students. My administrative role, then, as headmaster is basically similar to that of a teacher, but instead of having a single class or series of classes as my responsibility, I have all of the students and all of the classes of the school as my responsibility. The daily routine is different from the one I had as a teacher, but the objective is the same. I enjoy these responsibilities very much.

At the beginning of this book THE AIMS OF EDUCATION, Alfred North Whitehead states, "Culture is acttivity of thought and receptivness to beauth and humane feeling; scraps of information have nothing to do with it.

A merely well informed man is the most useless bore on God's earth. What we should aim at producing is men who possess both culture and expert knowledge in some special direction. . . .As to training, the most important part is given by mothers before the age of 12."

A distinction is drawn here between education and training. Pem-Day should be involved in both. In a school such as Pem-Day, training really means such things as reading and writing and arithmetic. It also means setting high standards in work habits so that students will learn to do their homework and thoroughly.

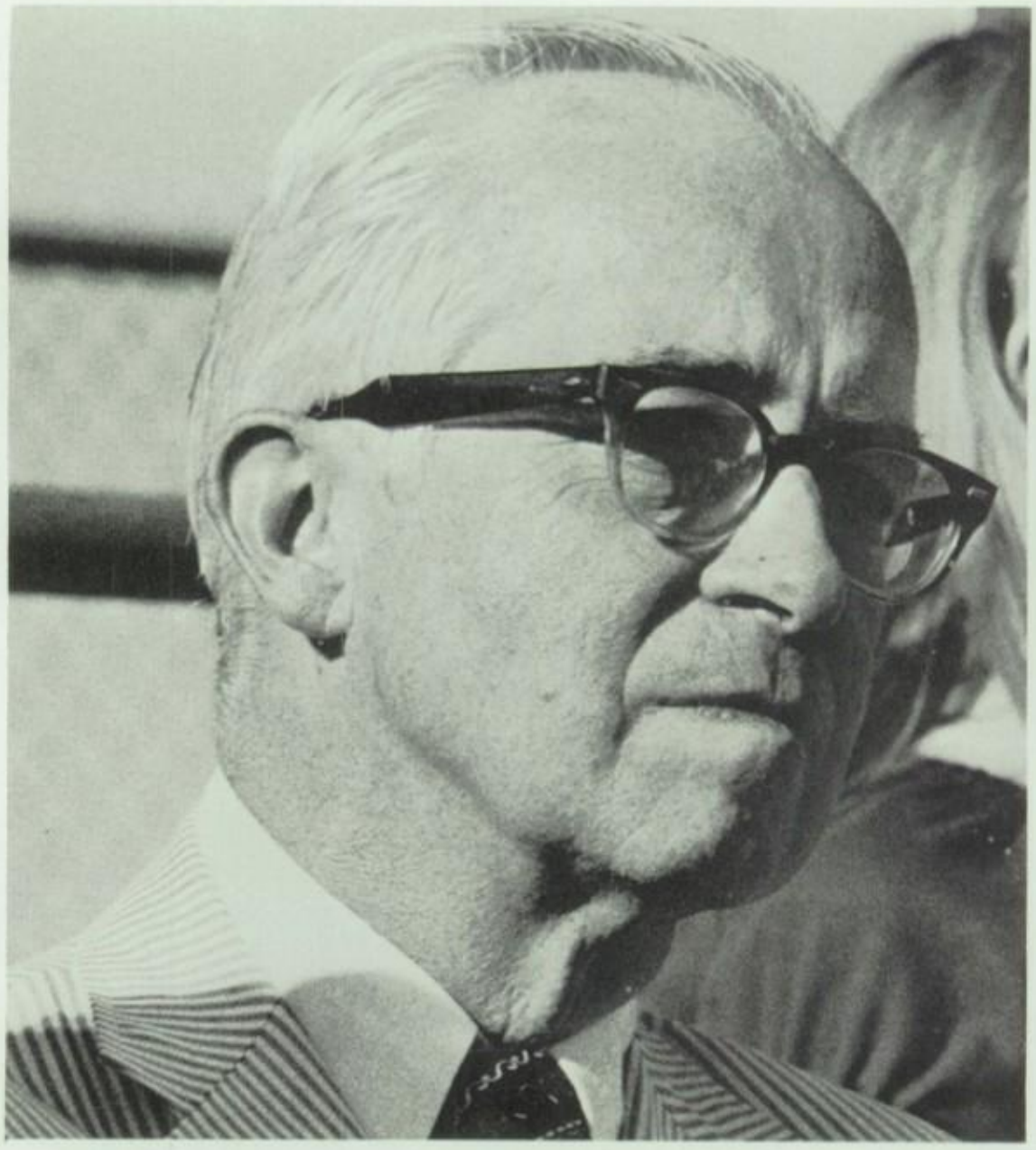
By education, Whitehead means "activity of thought." Indeed, he goes on to say that, "Above all things we must be aware of what I will call "inert ideas," that is to say ideas that are merely received into the mind without being utilized or tested or thrown into fresh combinations."

My philosophy of education, as it applies to Pem-Day, includes the idea that both training and education will take place. Much of the debate that goes on within this school community as to how we can best spend our time has at its center confusion over what is education and what is training.

Recent articles in the newspapers and magazines have been entitled "Student Test Scores Sliding." A steady ten-year decline in high school students' scores on the SAT have been noted. It seems, then, that we have not been doing quite as good a job in this area of training recently as perhaps we should have. This is because schools recently have de-emphasized training and emphasized _ education. What we need to do is strike a proper balance and indeed make sure that Pem-Day provides the student with both training and education. I expect that determining what that proper balance is will be a subject for debate always. The role of a headmaster, as educational leader, will be important in striking that proper balance.

Roger Boocock

Kevin Madden



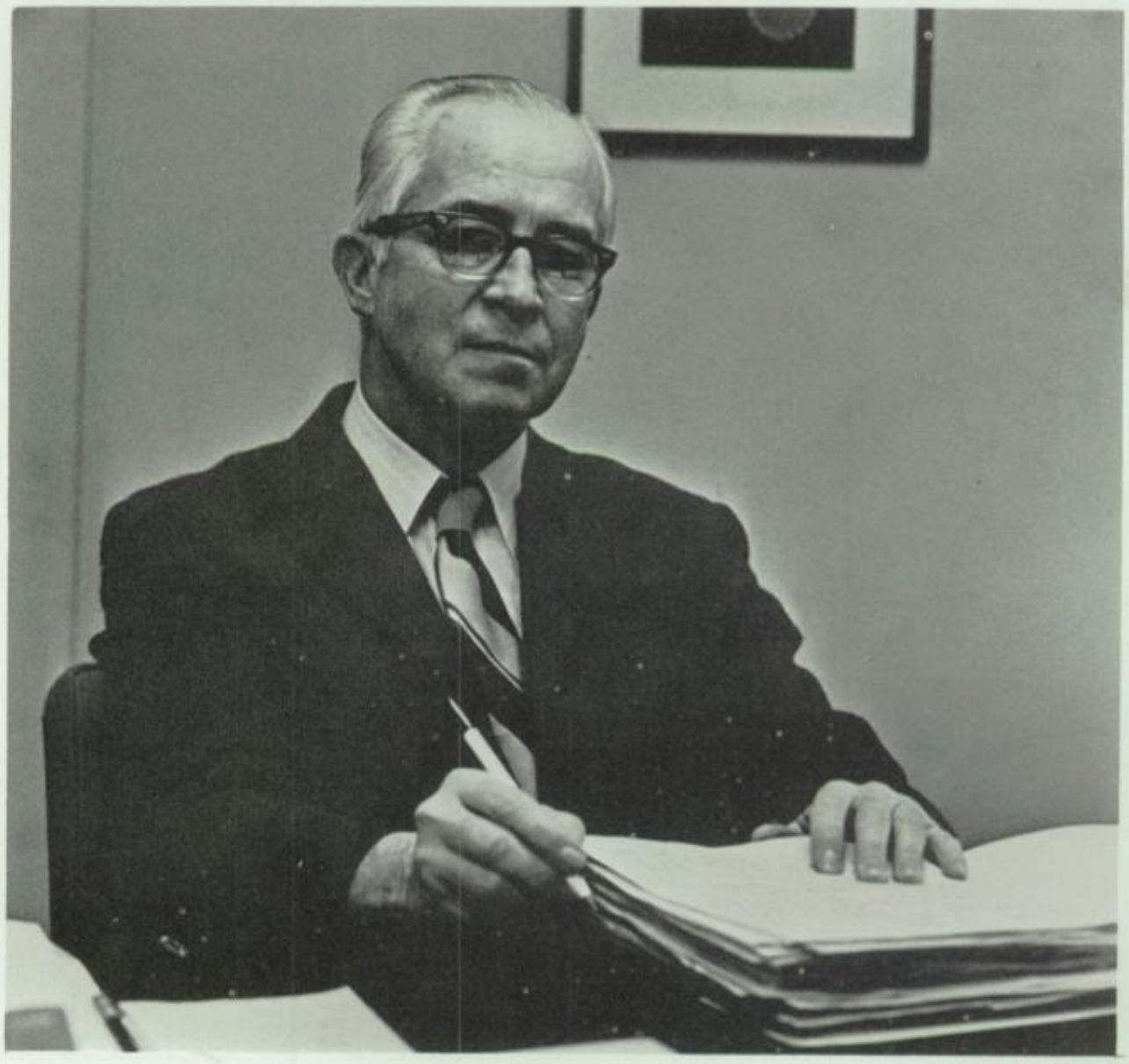
The associate headmaster assists with the administrative tasks of the school as the need arises. In the absence of the Headmaster, he functions as acting head. He assists the headmaster with college placement by initiating discussion concerning college possibilities with the junior students for whom he serves as advisor.

He assists the Headmaster in interviewing teacher candidates and in a general way functions as a sounding board in a variety of areas for the Headmaster who makes the final administrative decisions.

The associate headmaster, also Dean of Students, spends considerable time discussing students' academic problems with individual teachers, and exploring with them possible avenues that might lead to improvement and a more satisfying experience for those students.

He is the coordinator of the January Shadow program and is the "keeper of the calendar"–a nightmarish task that, is varying degrees, requires vigilance, foresight, and instant recall in order to avoid utter chaos.

Kevin Madden



The Dean of Students functions largely in the area of academic matters. It is the Dean's responsibility to make certain that the school's requirements are being fulfilled at successive levels as a student progresses through the school and more specifically that the requirements for graduation are being met as a student passes through the Upper School. Starting with the ninth grade and for each successive year thereafter, the Dean of Students sends a credit summary to each student's parents at the end of the school year along with the approved course selections for the following year. Consequently, at no time should there be any confusion about a student's credit status.

A second major function of the Dean of Students is to supervise the Academic Probation Program and to confer periodically with those students who have been placed on Academic Probation in an effort to bring about an upward swing in academic performance.

Course changes, withdrawals, and load adjustments are arranged through the Dean of Students, who, after discussing the advisability of such action with those directly concerned, makes the final decision.

The Dean is responsible for overseeing the advisor system and for working with those students who are referred to him by the assigned advisors.

Finally, the Dean of Students' door is always open, and he is more than happy to listen.

Kevin Madden

Marvin Van Leeuwen

With Ed Wucker doing an excellent job running the day-to-day affairs of the upper school, I have been able to expand my role as principal and to begin thinking about my new position as an "assistant headmaster for program and staff."

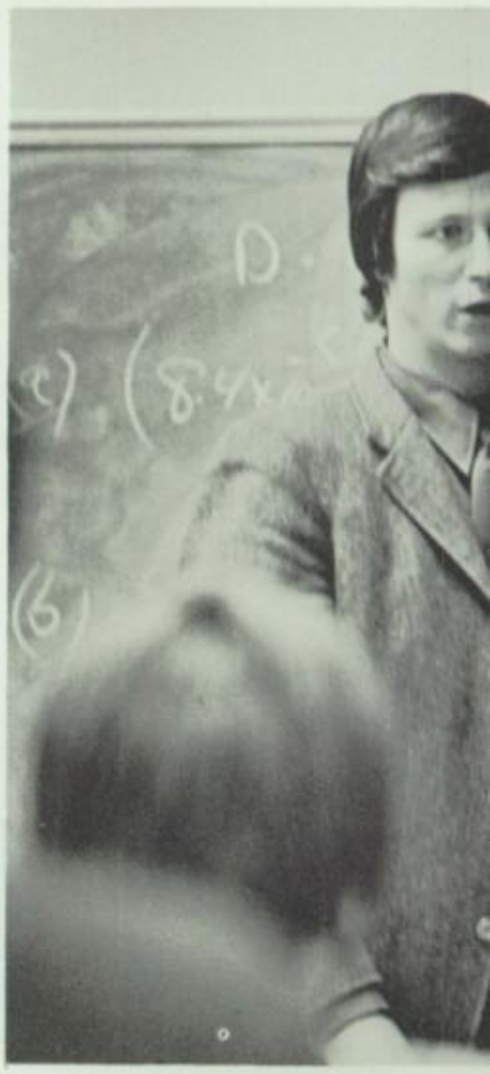
One of my main jobs as an assistant headmaster has been to try to increase discussion and thinking about the quality of classroom instruction. To do this I have each teacher's classes several times and asked each teacher to fill out a course information sheet, including a discussion of major goals and resourses and methods used to reach these goals.

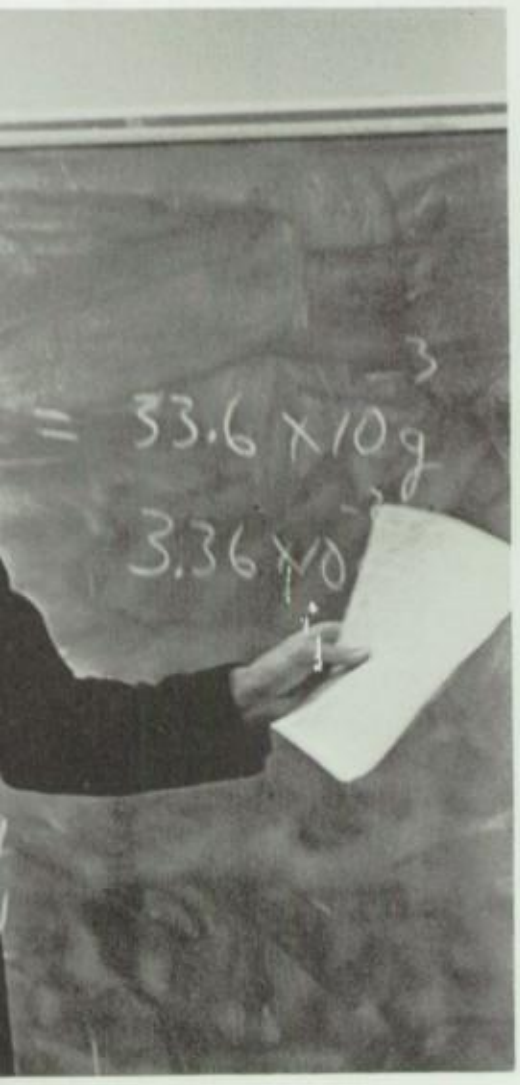
I am chairman of a faculty committee on "the quality of instruction." As a committee we have discussed various means of evaluating the quality of teaching, and also ways of stimulating faculty interest in new methods and resourses. Of particular interest is the new audio-visual equipment capable of videotaping television programs, including channel 19, for later replay and with the added capability of making our own videotapes here at school. This will not only allow faculty members to "watch themselves teach" but also to record special classes and programs for future replay.

In terms of program, this has been a learning year for me. I have worked closely with the lower and middle school principals and with the teachers in these divisions to find out where we are now. As I learn more, I will be able to focus more attention on the matter of assuring that our curriculum is coordinated K-12, and perhaps to make recommendations for changes or additions.

I am tremendously excited about the possibilities of improving, and perhaps expanding, an already great program and appreciate the opportunity to write about it in the RAIDER.

Marvin Van Leeuwen

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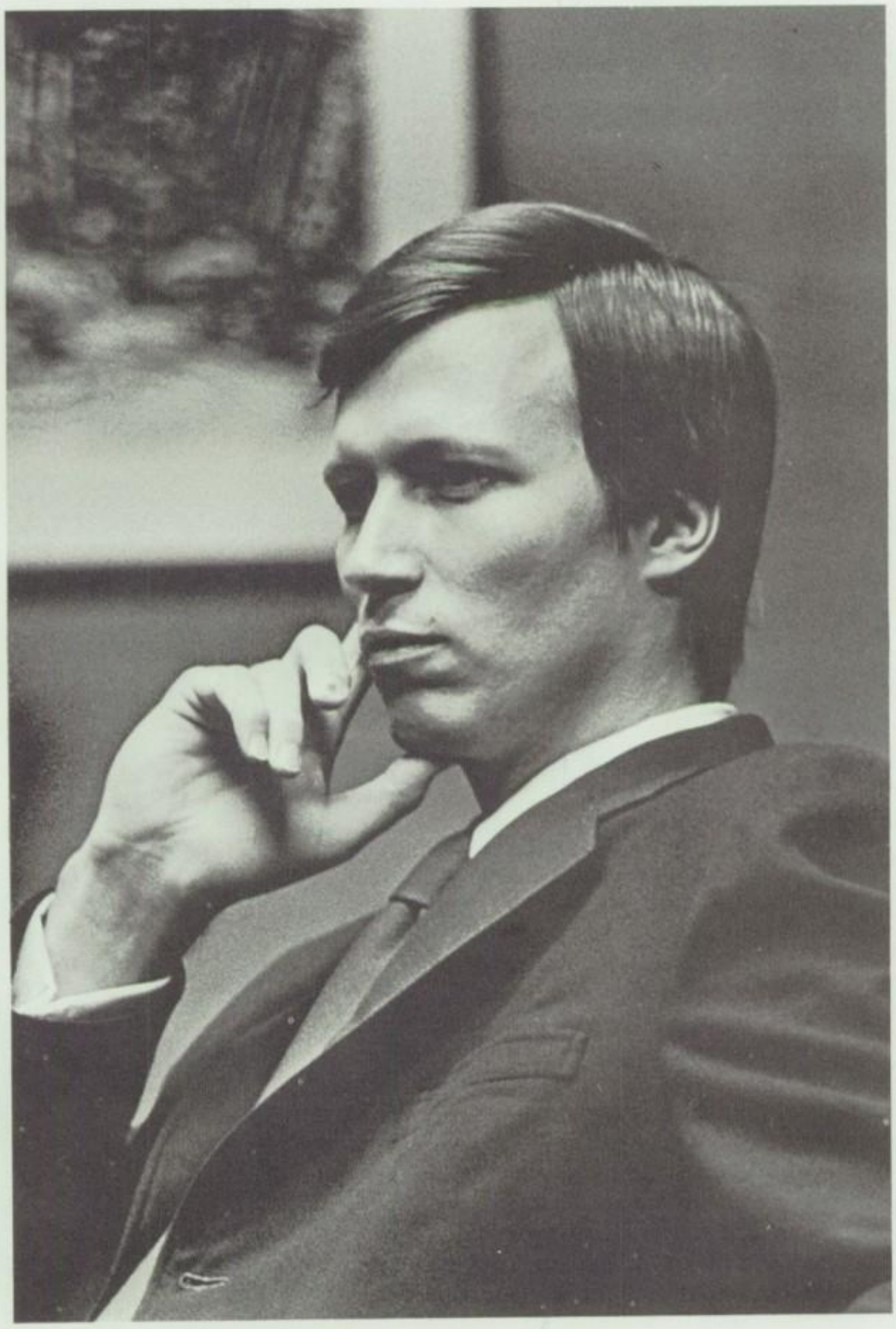
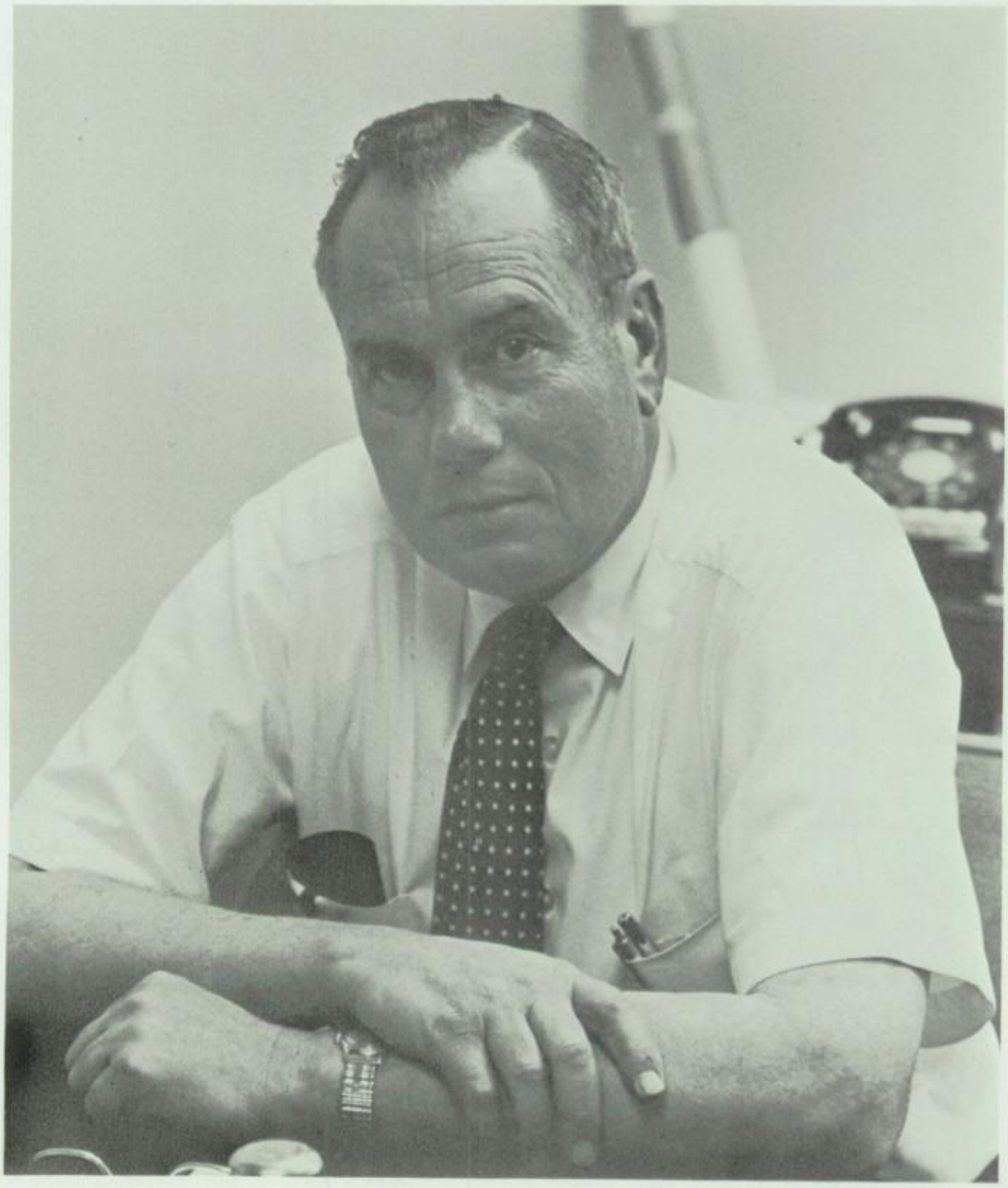


C. B. Lueck



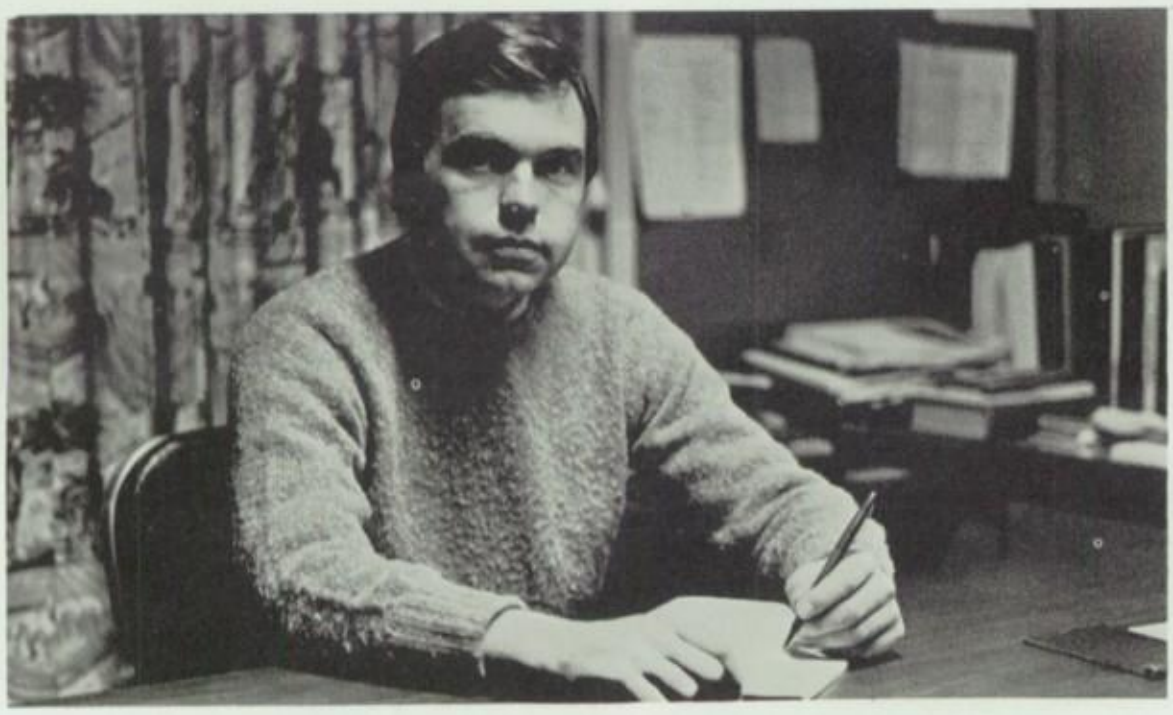
The role of the fiscal manager of an independent school is probably the most interesting position in the field of general business. The position requires an individual to have a general knowledge of a great number of fields, i.e. accounting, insurance, purchasing, taxes, construction, maintenance, contractual arrangements, to name only a few.

I am extremely fortunate at Pem-Day because the Board of Trustees and the Headmaster give me broad general guide lines of operation and allow me the freedom to deal with the problems. With this ability to operate, things can be done much more quickly and efficiently than would be possible if it were necessary to secure approval on each individual problem.

It appears to me that the role of the business manager has increased in its importance over the past ten years, because of the increasing number of problems of operation an independent school. Governmental reports, alone, require a considerable amount of time, i.e. in the past couple of years we were required to file annual income tax and pension plan reports.

There has been a great improvement in the exchange of information in the broad area of the business operations between schools across the country. This exchange has come about because of the various group meetings that are held each year. The meetings give one the opportunity to learn of the problems and solutions of other schools, as well as quick sources of guidance for one's problems.

C. B. Lueck



Sheldon Clark

Pem-Day like **ninety-nine** percent of all independent schools and colleges across the country is faced each year with a deficit. What that means is income received, primarily from tuitions, doesn't equal our expenses. In other words, it costs Pem-Day more money to run the school than we take from tuitions. Obviously, no school can exist for very long when expenses exceed income.

One of the primary responsibilities of the development officers is to annually raise funds which bridge the gap–or cover the cost–between what we take in and what we spend. Lately Pem-Day's annual deficit has been running between $65,000 and $85,000. Fortunately though an aggressive annual giving program, aimed primarily at parents of Pem-Day boys, we have been successful in covering our expenses, and as a result balancing the budget.

It is not enough, however, to just balance the budget each uear. Pem-Day continually needs additional funds to enhance and improve our physical facitilies, maintain faculty salaries at a level consistant with other schools, to buy books for the library, to upgrade learning equipment, and to generally keep pace with the ever changing teaching methods and techniques.

It is the responsibility of the development officer to continually identify specific areas of the school which need funding. One specific areas are identified, the headmaster, with the board of trustees, evaluate the necessity and immediacy of funding a specific project. Every project considered and eventually undertaken, will enhance the quality of the education every Pem-Day student receives. At the moment, several specific projects are under serious consideration. For example: an expanded visual arts program; instrumental music; environmental improvement; classroom improvements; modernization of Flaggs Auditorium; the addition of several tennis courts; redesign of the lower school playground facility; manual training facilities; re-sodding of the soccer field; upgrading faculty salaries and benefits. Certain major defices are being considered such as a swimming pool and a fine arts building.

Ranking high on the priority list and of immediate concern is Pem-Day's scholarship program. It is common knowledge that Pem-Day continues to seriously lag behind most leading independent secondary schools in providing scholarship assistantce to deserving students. Pem-Day currently gives only $33,000 in scholarship aid. This does not even compare favorably with our cousins in St. Louis–John Burroughs ($68,000) and St. Louis County Day ($74,000) who also rank near the bottom on the scale of schools providing scholarship aid.

The alumni, as well as the parents, are an important scource of income for Pem-Day. In the years to come the alumni will be asked to shoulder more and more of the responsibility for funding Pem-Day innovative programs.

Pem-Day is fortunate in being in a community that is responsive to quality education. In the past parents, friends and alumni ahve eagerly responded to the needs of our school. It is the job of the development officer to see that this keen interest continues to flourish in the future.

Sheldon Clark

Rick Eisenhart

My first full year in this office has been an extremely enjoyable one due to both the challenge of the job and to the atmosphere here at school.

As my job is primarily "selling" the school, I'd like to start by saying that for the two years I've known Pem-Day, the school has been a salesman's dream. I credit that not merely to any ONE element, but to the ENTIRE Pem-Day community . . . students, faculty, parents, alumni, administration and trustees. We've had two back-to-back years that have made my job most enjoyable.

Secondly, the job itself is a new and different typ of challenge for me and one with many varied areas of responsibility, enrollment being first and foremost. My major effort in admissions this year has been the publication and mailing of our new brochure and a concentrated follow-up campaign designed to involve interested parents in some meaningful discussion about Pem–Day.

Perhaps the most challenging aspect of this job, though, is the need for creativity and innovation. The admissions task in the mid 60's. More and more the job requires a marketing approach. . . advertising, public relations and active but dignified salesmanship. And since you can't sell a school the same way you can toothpaste or snow tires, it becomes a very exciting challenge. But the challenge is only a part of the enjoyment. The greatest joy comes from the school itself, and I'm looking forward to another great year in 1974-75.

Rick Eisenhart

Ed Wucker

The job is running the Upper School on a day-to-day basis. It involves a lot of busy work: posting notices, looking for students who need to have "urgent" messages from parents, giving permission for routine absences, checking on tardies and absences, writing admit slips, counselling students; keeping the corridors relatively quiet, handling discipline matters, meeting with teachers, talking to parents, filling in where needed, putting out memos, trying to solve the ever-present daily "crises," and just manning the office. No two days come close to being alike. It keeps me busy, and that's what I like.

The challenge is to keep things in perspective and to keep smiling. One student's problem or disruption has to be put aside–not forgotten–when the next student comes in. Each situtation needs its own response. One or even a few disappointments cannot be allowed to color all the interactions of the day. It's important, too, to realize how few and minor the problems are in comparison to what many schools experience. We really have a good group of kids.

A dilemma exists as to when to be fair by treating all students as individuals. It's not easy to make that judgment nor does the decision always appear fair to the student involved.

One of the most "fun" things of the year has been running the mini-course program. To see the pieces fall together has been satisfying. That's not to say everything fit perfectly, but I am already anxious to start planning for next year. I hope we will have more professionals from out parent and alumni bodies involved in mini-courses next year, and I hope a budget will be set up for mini's.

It's too early (Dec. 8) to assess the year as good or bad, happy or sad; but as Aristotle would say, it's becoming a good year.

Ed Wucker

James Ryan

Middle schools have evolved from a society that is changing and also because of educators' concern for the pre- and early adolescent whose pyschological and physical needs are unique and can be better dealt with in a setting separate from that of the elementary and secondary level students.

Special consideration and allowances must be made in order to allow students to meet academic and social needs – of identifying with others in their quest for independence and initial decision making.

The Middle School provides a curriculum which emphasizes individual attention from an academic, social, and physical point of view. At Pem-Day we attempt to preserve a system of schooling that is in step with today's demands – to provide an arena in which to explore new approaches for the education of Middle School youngsters.

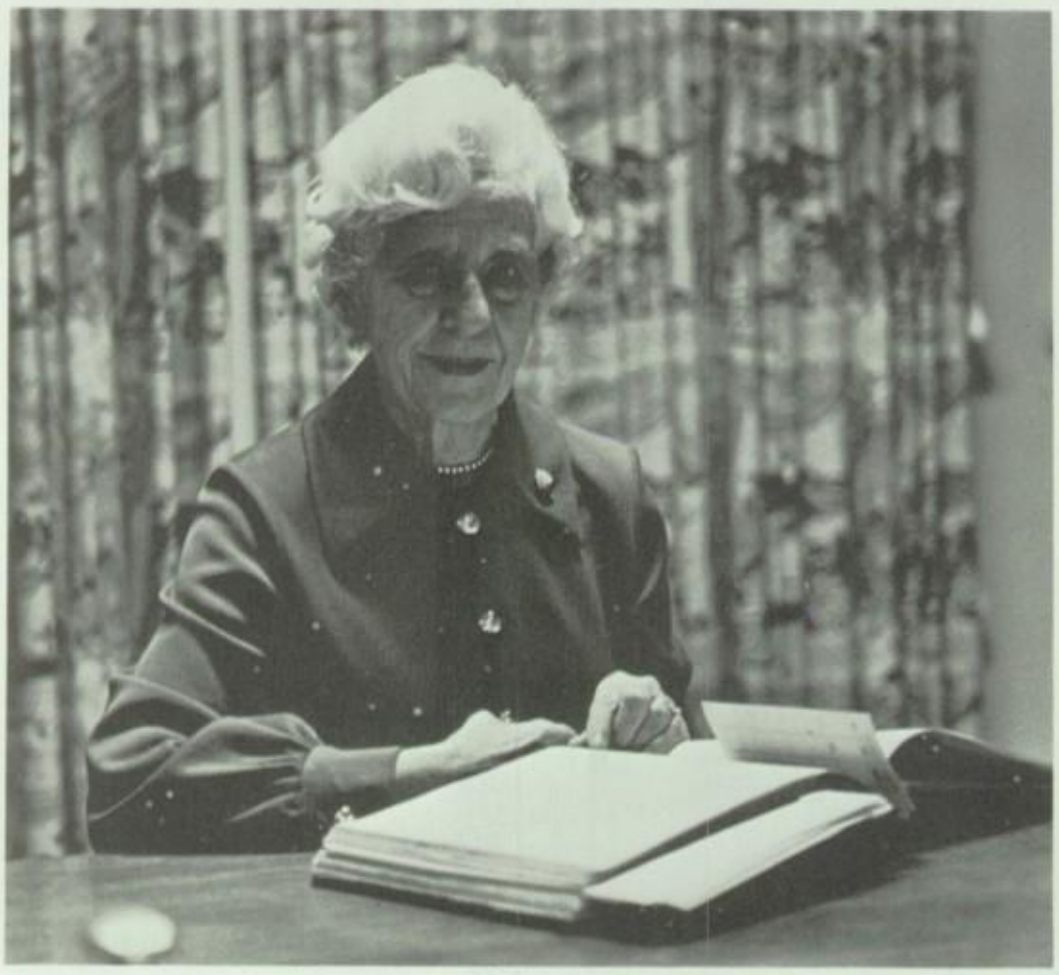
A Middle School faculty must be trained to deal with the problems of this age student and be capable of dealing with, and sensitive to, student concerns and expectations.

A close relationship exists between 6th, 7th, and 8th graders, a relationship that should develop into a pleasant and meaningful school experience, an experience that will provide them with a strong background in the basic skills and the continued development of academic and social habits.

The Middle School youngster needs a school environment and program different in from that of the elementary school and not as complex or competitive as that of the Upper School in order to build a sound foundation for further intellectual and social growth.

James Ryan

clockwise:
Elsie Williams
Ruth Mrkonic
Liz Lovelace
James Ryan

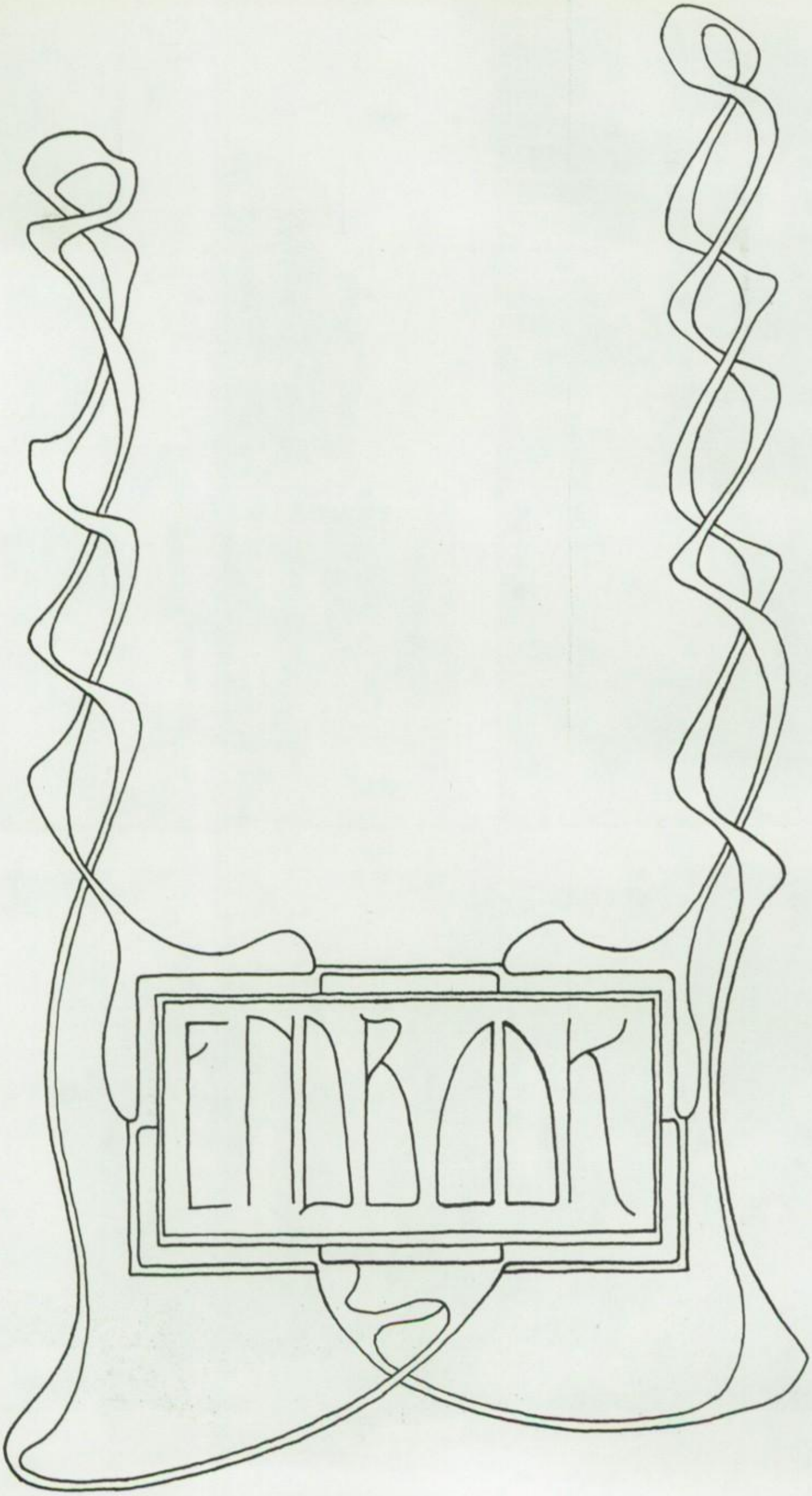


Clockwise: Mrs. Charles Boehm, secretary business office; Lois Draney, bus driver; Mrs. Carl Helmstetter, registrar; Martha Grimes, librarian; Mrs. John T. Barnes, secretary development and alumni office.

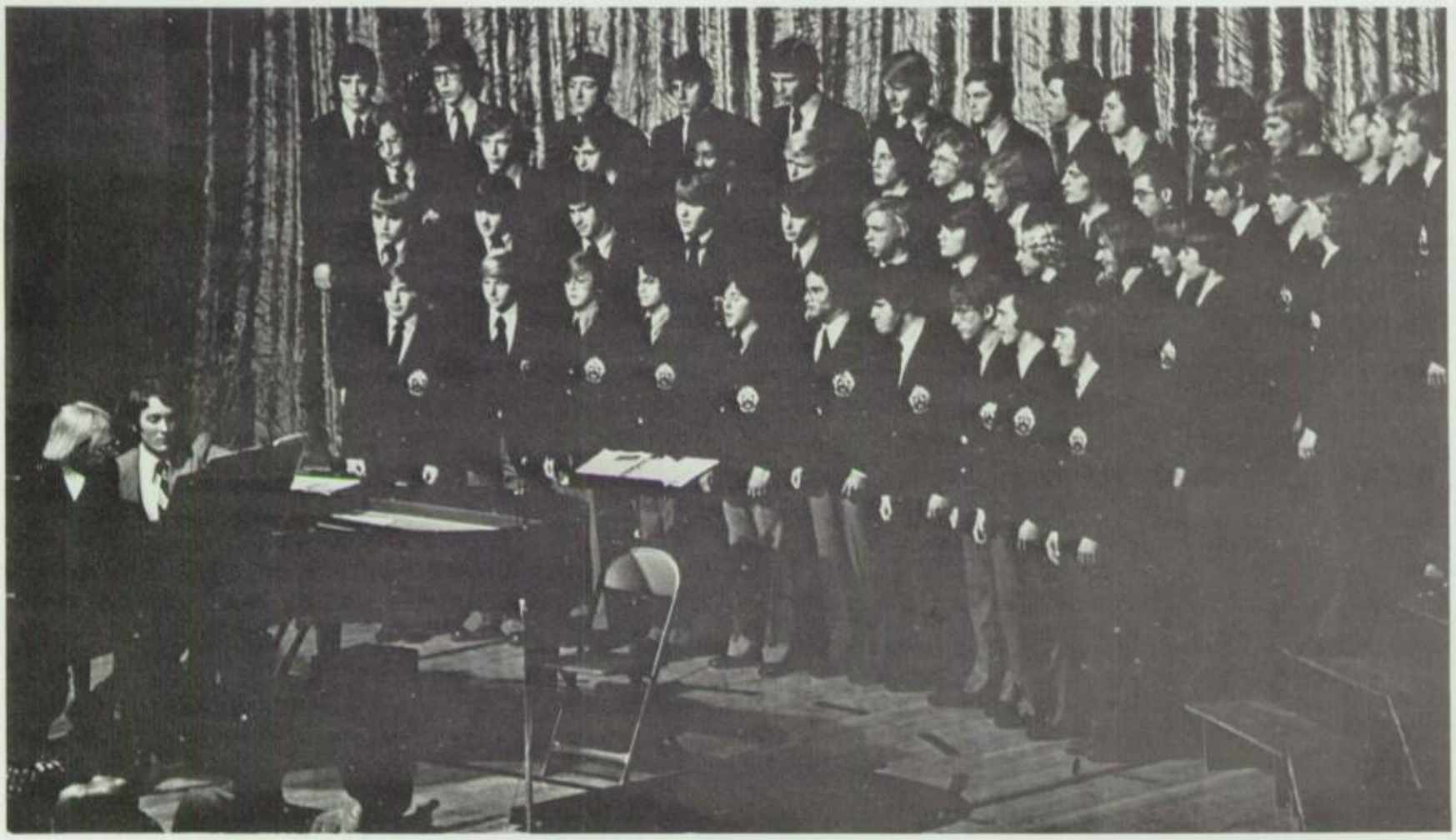
Kitchen and Maintenance Staff

top: Bob Tiller
l. to r. Lucille Riddle
Marge Patton
Ide Haley
Vi Pherigo
Jean Lickteig
DeEtta Kempernan
Charlie Madlock

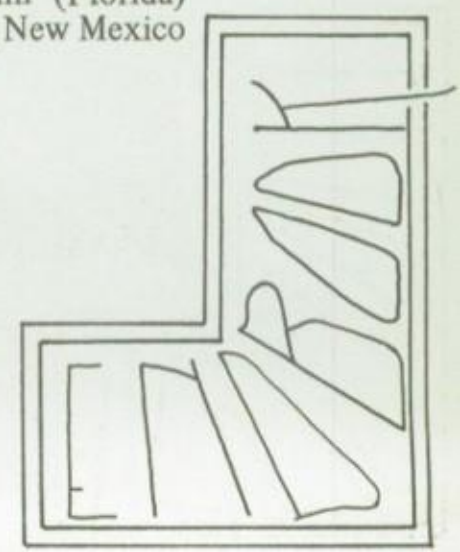
top: Dorothy Muck
l. to r. James Bowden
Calvin Davis
Elga Woffard
James Higgins


ENDBOOK

College Collage



Jamie Allain ..... Trinity
Don Atha ..... University of Miami (Florida)
Jamie Barickman ..... Occidental
Joe Beatty ..... Tufts
John Biggar ..... Occidental
Mark Bolton ..... University of Kansas
Bill Boteler ..... C.W. Post
Jay Butler ..... University of Kansas
Joe Casper ..... Tulane
Brian Crockett ..... Trinity College
Mark Dehner ..... University of Denver
Walter Dietrich ..... Harvard
Joel Eisemann ..... Stanford
Jim Flappan ..... William Jewell
Ted Greene ..... Colorado University
Donald Hall ..... Claremont Men's College
Rick Harman ..... University of Kansas
Bill Hornbeck ..... University of Kansas
Bill Hornbuckle ..... Baylor
John Hurwitz ..... Hobart
Blair Johnson ..... Bowdoin
Joel Joslin ..... Texas Christian University
Ted Kahn ..... Colorado University
Gib Keller ..... Drake
Craig Kelly ..... Colorado University
Ralph Lewis ..... Cornell University
Elson Lima ..... Universidade Gami Tilho (in Brazil)
Mike Ludwikoski ..... University of Kansas
Jim MacLaughlin ..... University of Pennsylvania
Ted MacLaughlin ..... Southern Methodist University
Terry Magady ..... Occidental
Larry Martin ..... Fort Lewis College
John Moffitt ..... University of Denver
Matt Mrkonic ..... University of Kansas
Randy Norman ... Johnson County Community College
Randolf Oliver ..... DePauw
Don Petrie ..... Colorado University
Peter Powell ..... Rollins
Jack Rees ..... Connecticut College
Bill Reid ..... Colgate
Kevin Rivette ..... Heidelberg
Kell Robinson ..... Stanford
Matt Robinson ..... Stanford
Robert Schultz ..... Western State College of Colorado
Chris Schupp ..... Westminster
Mike Shaffer ..... University of Tulsa
Jim Smith ..... Harvard
Steve Stoops ..... Westminster
Ken Tobin ..... Drake
Nick Tourtellot ..... UMKC
Chris Watson ..... William Jewell
Chris Wetherill ..... University of Washington
Rich Wiles ..... University of Miami (Florida)
Tom Willoughby ..... Eastern New Mexico



UPPER SCHOOL AWARDS

Ed Ryan Trophy . . . All-Around Athlete
Gib Keller and Don Petrie
Alumnus Cup
Whitney Flagg Miller, Class of 1960
Senior Class Award to Outstanding Faculty Member . . . Gilbert Reynolds
Harvard Club Book Award . . . David Nachman, Class of 1975
Williams College Dictionary . . . Tim Sutton, Class of 1975
Princeton Book Award . . . Sandy Smith, Class of 1976
Trevor Mount Peace Prize Plaque . . . Steve Hughes, Class of 1975
Cecil C. Coad Cup . . . History
David Nachman and Thomas Bednar, Class of 1975
Jack Wolcott Cup . . . Sportsmanship
Ted Greene, Class of 1974
Starr Trophy . . . Dramatic Arts
Mark Piedimonte, Class of 1975
Paul Dana Bartlett, Sr. Citizenship Plaque
Kenneth Tobin, Class of 1974
James Lee Starr Plaque . . . Music
Michael Shaffer, Class of 1974
Walter W. Bennett Trophy . . . Mathematics
Tim Sutton, Class of 1975
Sloan Art Trophy . . . Jack Rees, Class of 1974
Helzberg Brothers' Trophy . . . Scholastic Improvement
James Allain, Class of 1974
Charles A. Epperson Cup . . . Mathematics
Kell Robinson, Class of 1974
Bracken Trophy . . . English Composition
Walter Dietrich, Class of 1974
Paul Jr. and Herbert Hall Bartlett Cup . . . English Composition
Jeff Wurster, Class of 1976
Virginia Scott Miner Poetry Cup . . . Blair Johnson, Class of 1974
Sulzbacher Cup . . . Latin Prose and Translation
Keith Averill, Class of 1975
Franklin Murphy Tablet . . . Science
Chris Wetherill, Class of 1974
Valedictory Cup . . . Scholastics
Walter Dietrich, Class of 1974
Clifford A. Nault Cup . . . French
Walter Dietrich and Kell Robinson, Class of 1974
Alliance Francaise Award . . . French
Keith Averill, Class of 1975
Phillip E. Gaylord Cup . . . School Spirit and Loyalty
Michael Shaffer, Class of 1974
LaForce Cup . . . Scholarship, Character, Athletics
Charles Finkle, Class of 1975
Robert Goodwin Challenge Cup . . . Scholarship, Character, Athletics
Ralph Lewis, Class of 1974
Freshman Cup . . . Pride, Leadership, School Spirit
Eric Martin, Class of 1977
Melvin Bishop Cup . . . Concern for Others
Walter Dietrich, Class of 1974
Head Boy Tablet . . . Highest Scholastic Standing
Keith Averill, Class of 1975
Headmaster's Cup . . . Initiative, Responsibility
Jamie Barickman, Class of 1974
Headmaster's Achievement Award
Patrick Jones, 9th Grade; Philip Rix, 10th Grade;
Scott Nelson, 11th Grade; Joel Joslin, 12th Grade.
Awards for Outstanding Senior Projects
Blair Johnson, Michael Shaffer

Special Citation . . . James Smith

1973-74 AWARDS

National Merit Scholars

Walter Reich Dietrich, William Ivan Hornbuckle III,
Michael Andrew Robinson

National Merit Letters of Commendation

Joel Maier Eisemann, George Graham Leiter, Ralph Emerson Lewis II,
Mikel Alan Ludwikoski, Matthew Granger Robinson,
James David Smith, Christopher Leo Wetherill.

LOWER SCHOOL AWARDS

The Headmaster's Achievement Awards

Tommy White, Kindergarten; Chris Tucker, 1st Grade; David Zahorsky, 2nd Grade;
Reed Hickok, 3rd Grade; Kevin Mayor, 4th Grade; Bryan Reed, 5th Grade.

Virginia Greef Walker Cup . . . Finest School Spirit and Loyalty

Peter Young, 5th Grade

Handley Art Award

Mark Mullett, 5th Grade

Hal Gaylord Cup . . . Sportsmanship

(not to be confused with athletic ability)
Steve Brimacombe, 5th Grade

Bishop Music Award

John Reed, 5th Grade

MIDDLE SCHOOL AWARDS

Virginia Scott Miner Award . . . Creativity in English

John Arbab, Class of 1978

History Cup

Bob Green, 6th Grade; Philip Christopher, 7th Grade;
John Arbab, John Goodwin, Kurt Mueller, 8th Grade

Mathematics Cup

Bryan Becker, 6th Grade; Doug Green, 7th Grade;
Kurt Mueller and John Goodwin, 8th Grade.

Wambold Cup . . . Excellence in French

John Arbab and John Goodwin, Class of 1978

Froelicher Cup . . . Excellence in Scholarship in 6th grade

Bob Green and Jordan Martin

Parker Trophy . . . Scholarship, Athletics, Conduct

John Goodwin, Class of 1978

Rieger Trophy . . . Self-reliance, Initiative, Cooperation

John Arbab and Kurt Mueller, Class of 1978

Davis Trophy . . . Scholarship, Character, Athletics

Bill Beck and Steve Wilkinson, Class of 1979

Music Cup

Brian Blake and Mike Laddin, Class of 1978

Art Award

Peter Wilkin, Class of 1978

Headmaster's Achievement Award

Jeff O'Neill, 6th Grade; John Butcher, 7th Grade;
John Starr, 8th Grade.

Dickinson Award . . . Perseverance and Improvement

Nelson Sabates, 6th Grade; Scott Benson, 7th Grade;
Troy Miller, 8th Grade.

Strauss Cup . . . Most Academically Improved in 6th Grade

Mark Steele

Middle School Faculty Award . . . Special Contribution

Win Cady, Class of 1978

Science Award

Jeff Klein, 6th Grade; Bill Conley, Phil Christopher, 7th Grade;
Robert Brown, 8th Grade.

Faculty Summaries

DONALD E. ADAMS 1
Chairman Art Department; Instructor of Studio Art, Ceramics, Art History; B.F.A. Kansas City Art Institute, M.A. Rhode Island School of Design.

DENNIS ALL 3
Instructor of English and Social Studies; Varsity Cross Country and 5th grade Basketball Coach; B.S. University of Kansas.

ROBERT T. BEAKE 1
Instructor of Physical Education; Head Wrestling, 9th grade Football, and Assistant 8th-9th grade Track Coach; B.A. William Penn College, Santa Clara University.

MARKHAM B. CAMPAIGNE 4
Instructor of Algebra; 8th grade Football, 9th grade Basketball, 8th-9th grade Tennis, and Squash Coach; Williams College, B.S. U.S. Naval Academy, M.A. University of Missouri at Kansas City.

SHELDON N. CLARKE II 5
Director of Development and Alumni Affairs; Instructor of English; Football Coach; A.B. Washington and Lee University, New York University.

MAURICE COMTOIS 14
Instructor of Latin and French; B.A. University of Montreal, M.A. Catholic University of America, Rockhurst College.

CAROL CROSSWHITE 5
Instructor of Second Grade; B.A., M.A. University of Missouri at Kansas City.

MRS. ROY DIETRICK 31
Instructor of First Grade; B.S. Northeast Missouri State Teacher College.

JOYCE FINAN 1
Chairman Math Department; Instructor of Geometry, Calculus, Computer Programming, Pre-college Math; A.B. Marymount College, M.A. Bowdoin College.

LEE FLAPPAN 10
Athletic Director; Instructor of Earth Science; Football, Assistant Track Coach; A.B. William Jewell, Columbia University, University of Missouri at Kansas City, M.S. Central Missouri State.

VIRGINIA FORTNER 3
Instructor of Second Grade, Reading for Fourth and Fifth Grades; B.S. Kansas State College of Pittsburg, University of Missouri at Kansas City.

CAROL FRANTZ 1
Instructor of Third Grade; Baylor University, B.A. William Jewell College.

DAVID GEDDES 1
Instructor of Anthropology, African History, Afro-American History, English; B.A. magna cum laude Harvard, Harvard Graduate School of Education.

ROBERT M. GLEESON 3
Instructor of Mathematics; Basketball, Golf, and 7th grade Football Coach; B.A. St. Mary of the Plains, M.S.E. Central Missouri State University.

MARTHA J. GRIMES 4
Head of Library Department; B.S. Kansas State College at Pittsburg, M.L. Kansas State Teachers College.

DANIEL HATHAWAY 1
Director of Music; A.B. Harvard, B.D. Episcopal Theological School, Princeton, Harvard.

ROBERT L. HICKS 7
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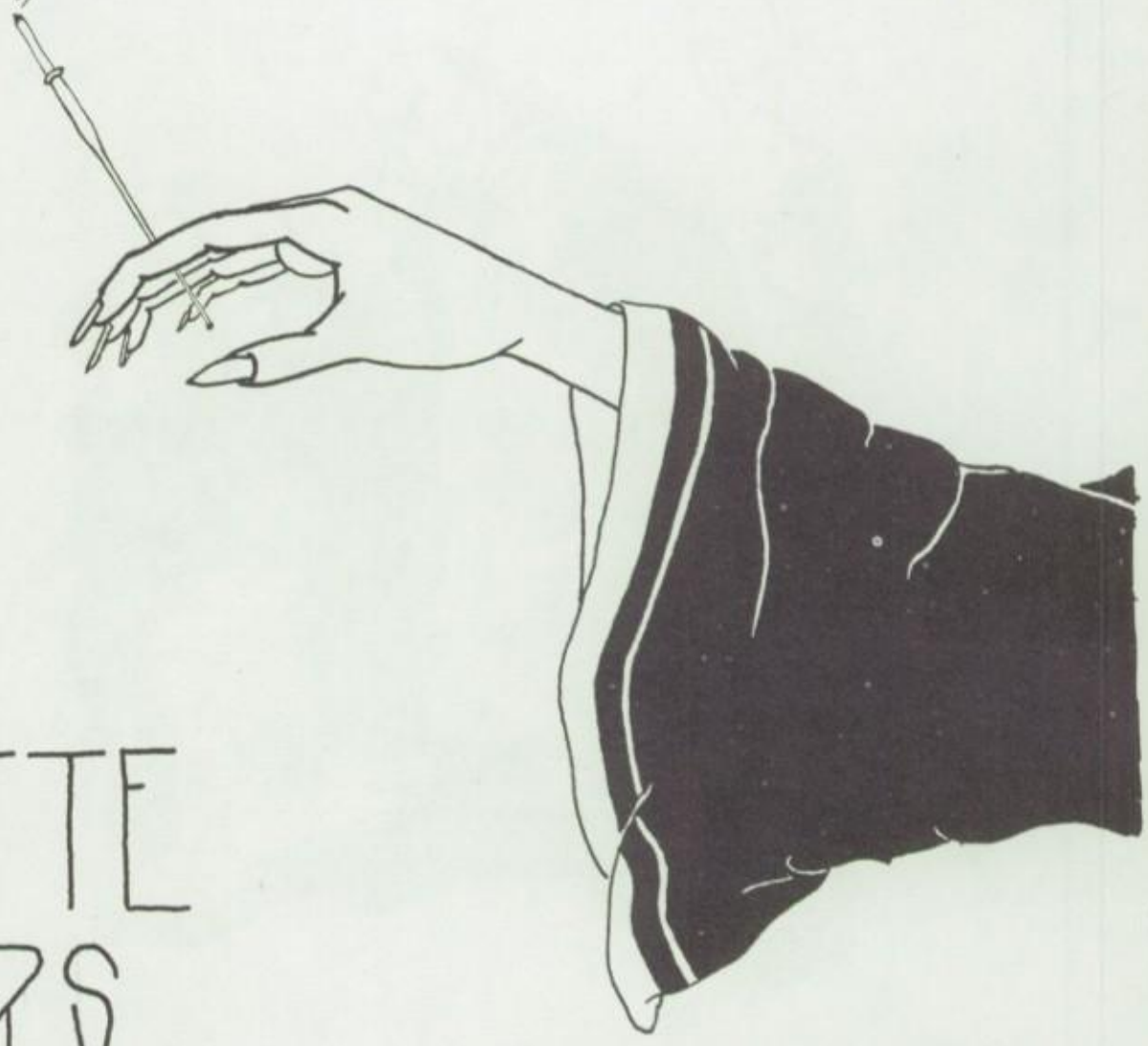

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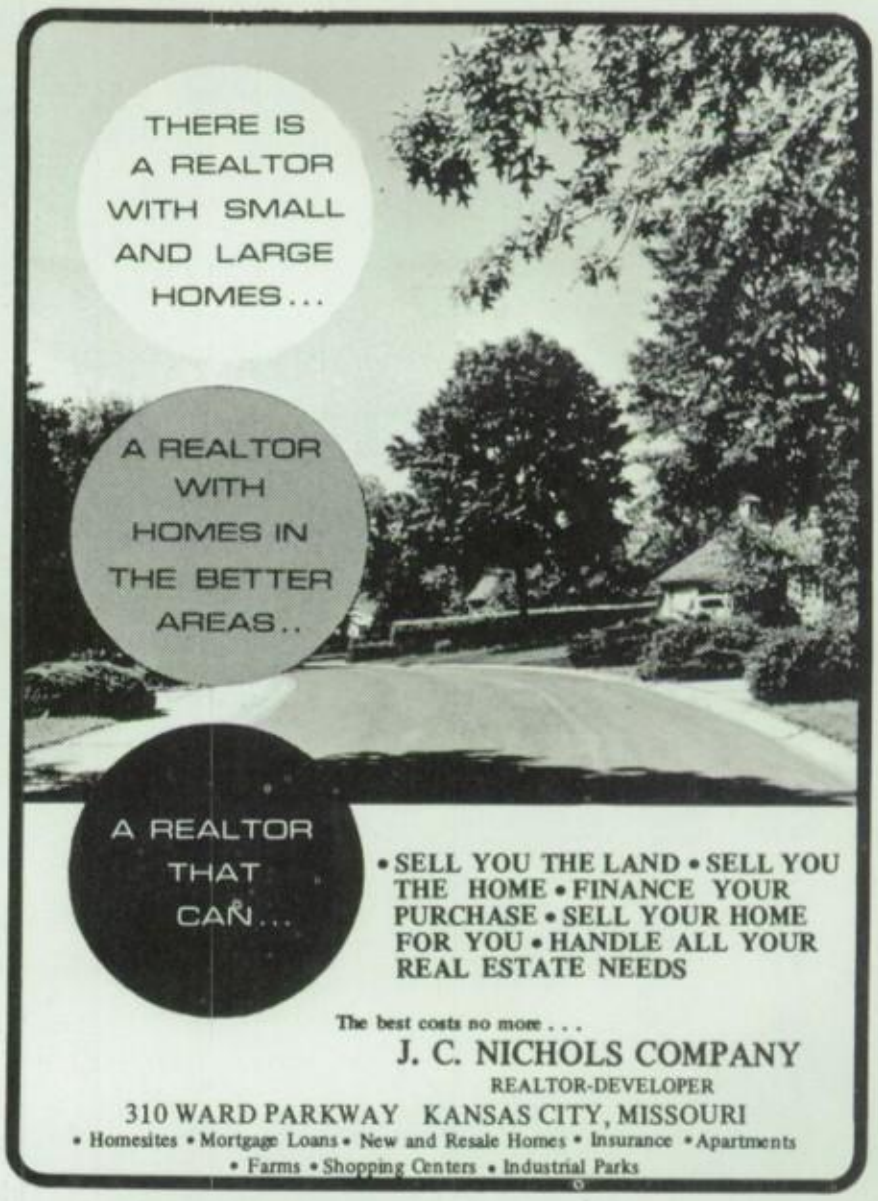

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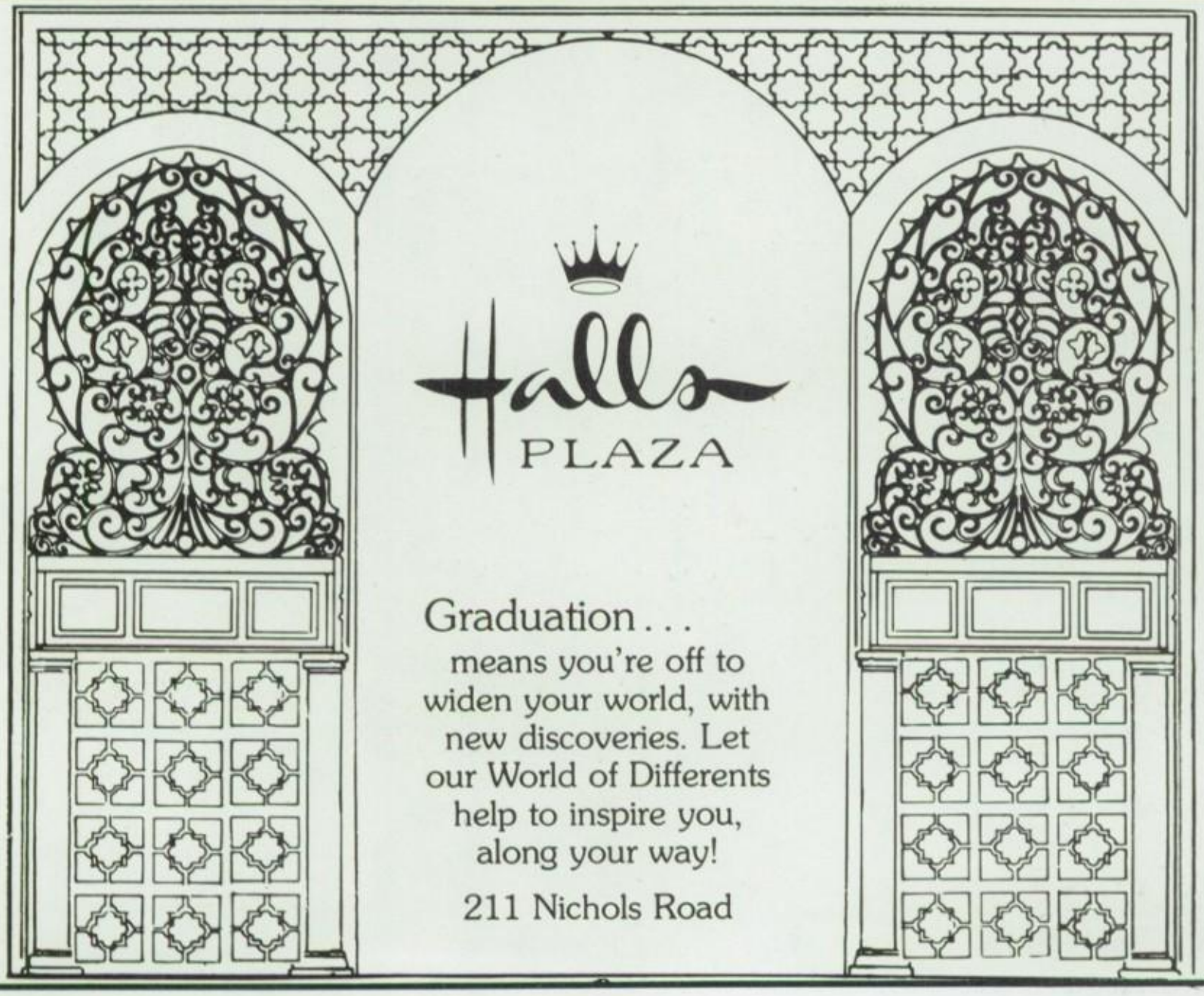

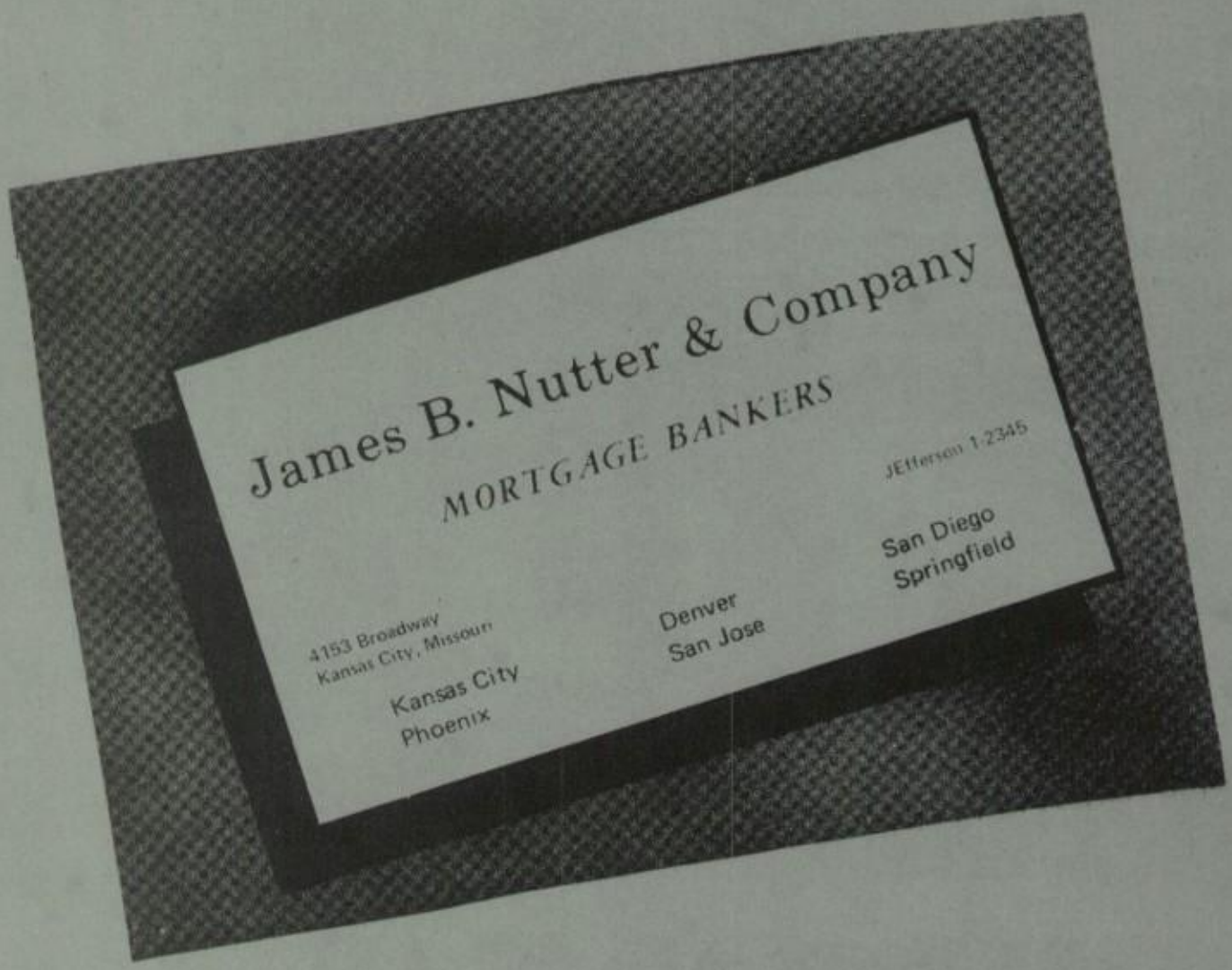
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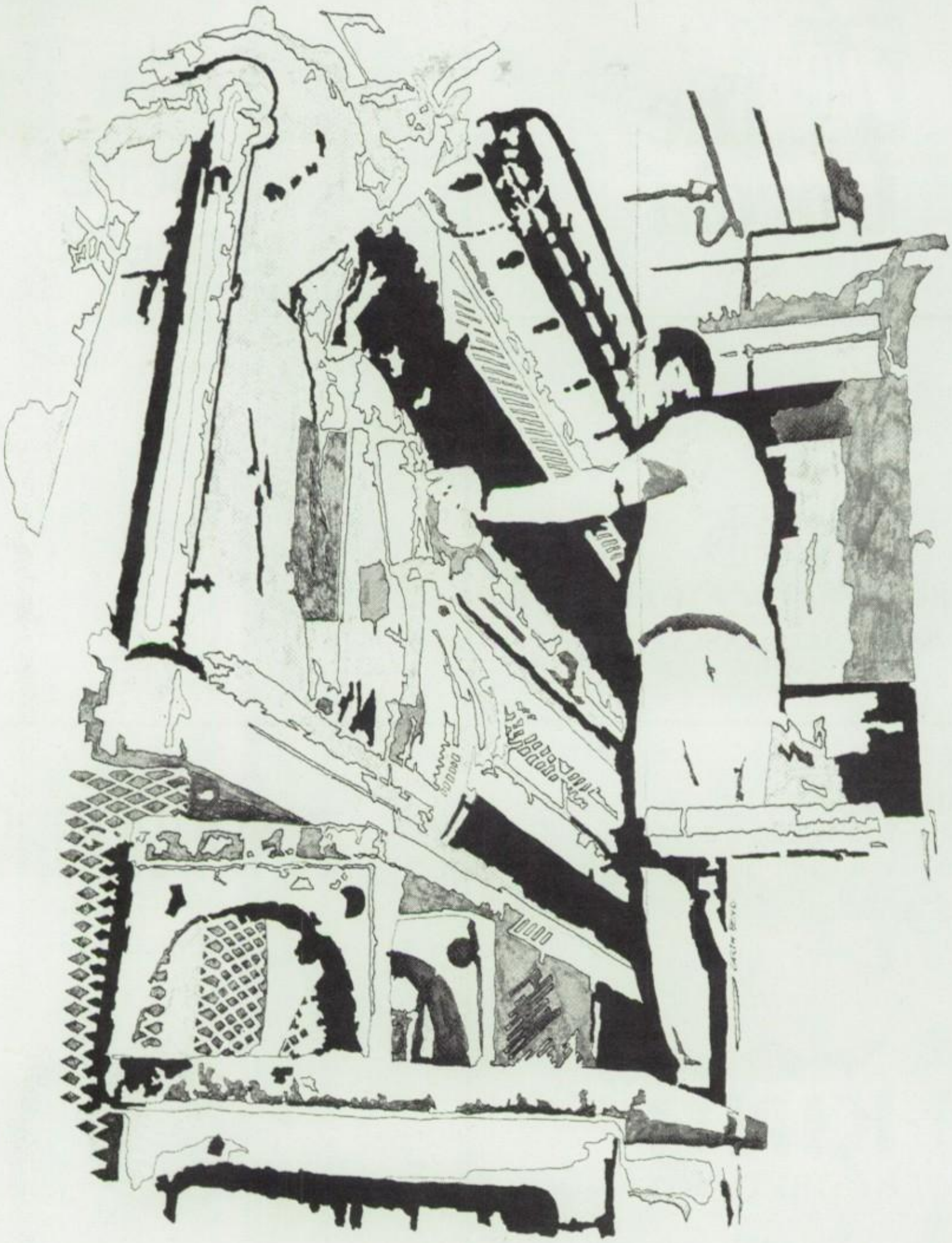

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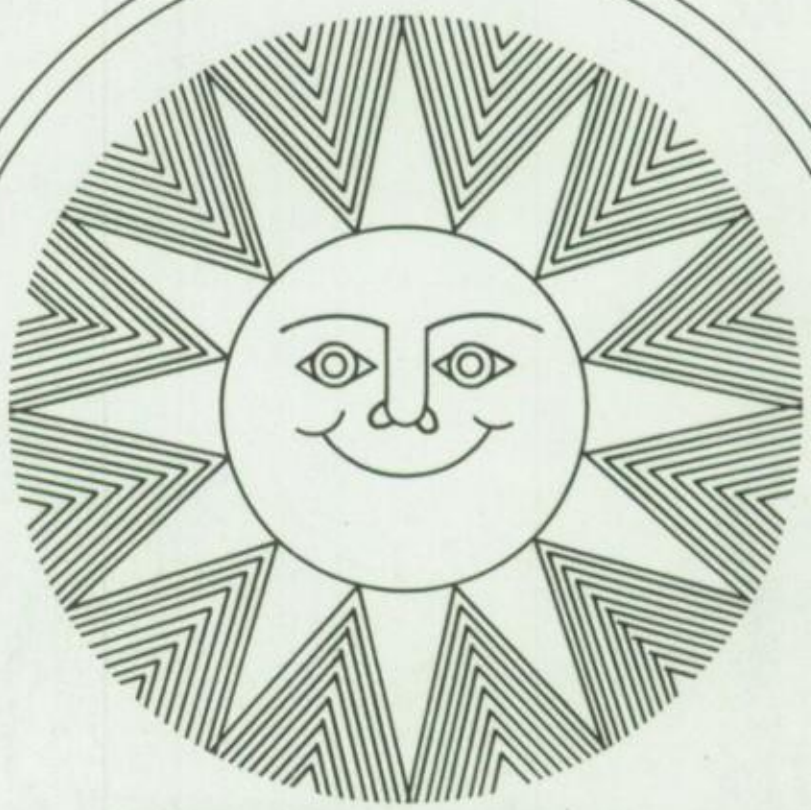

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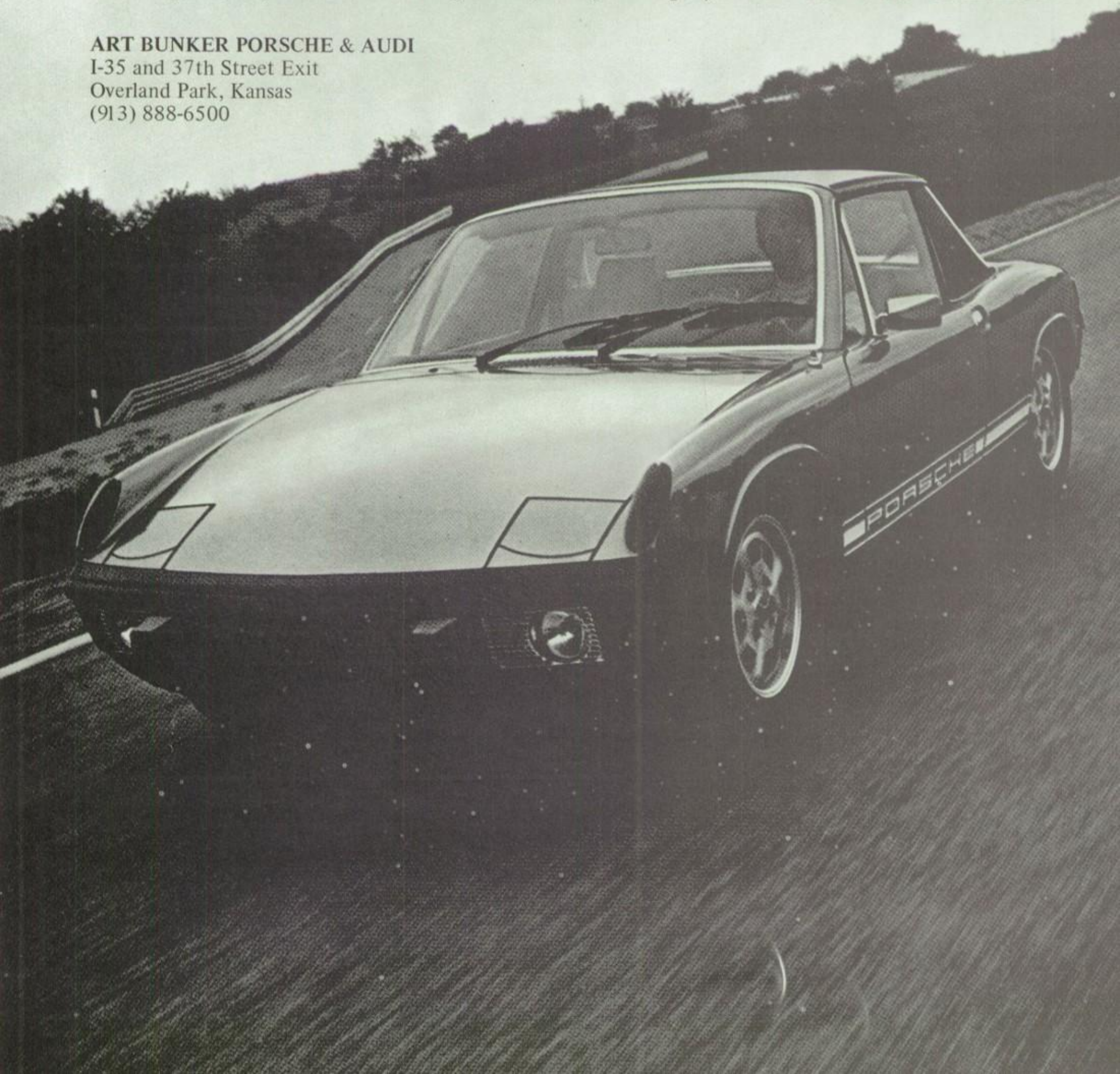

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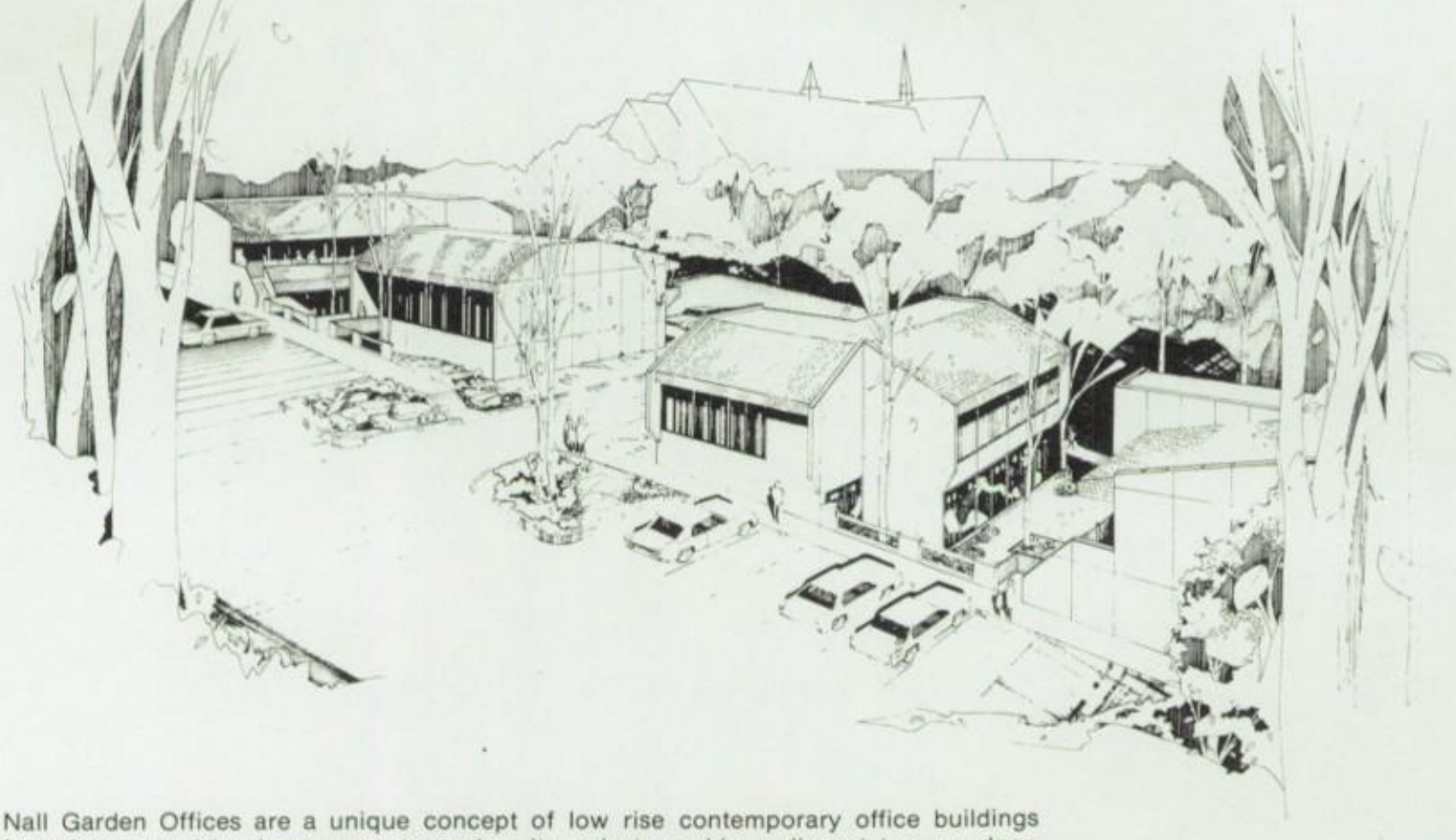

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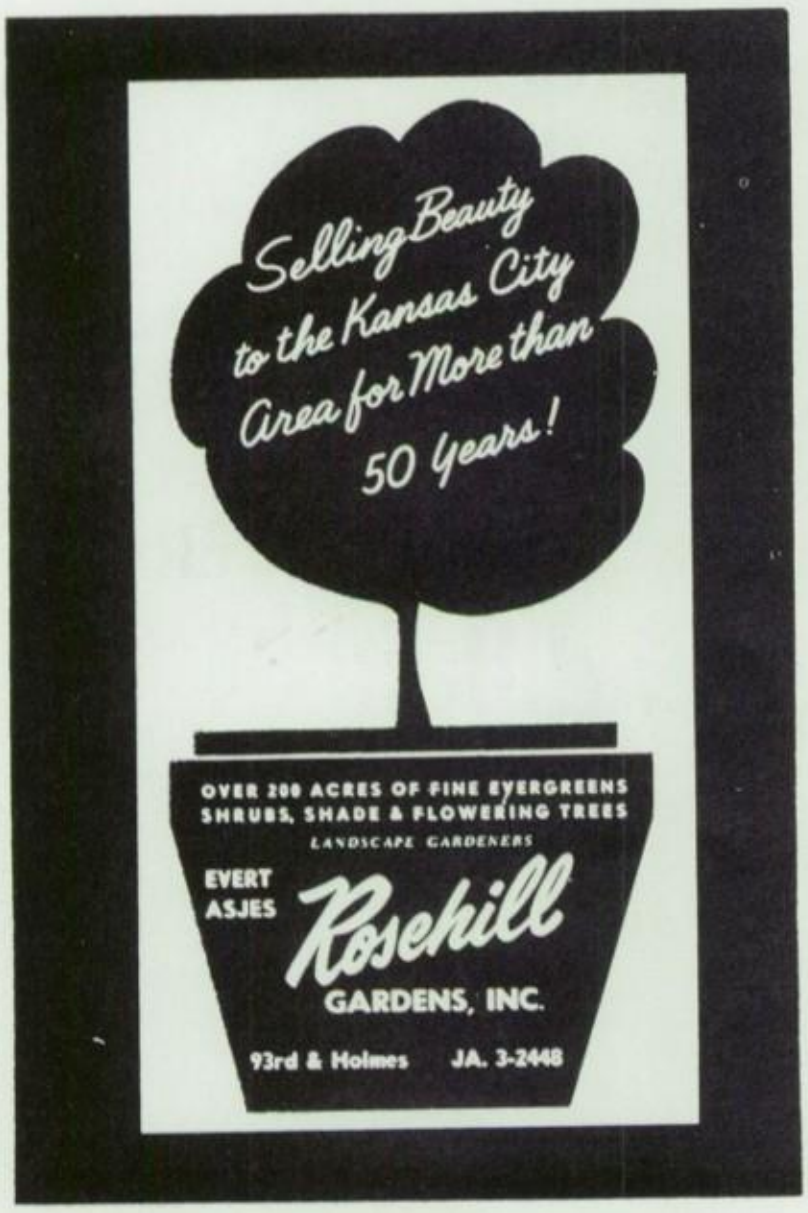

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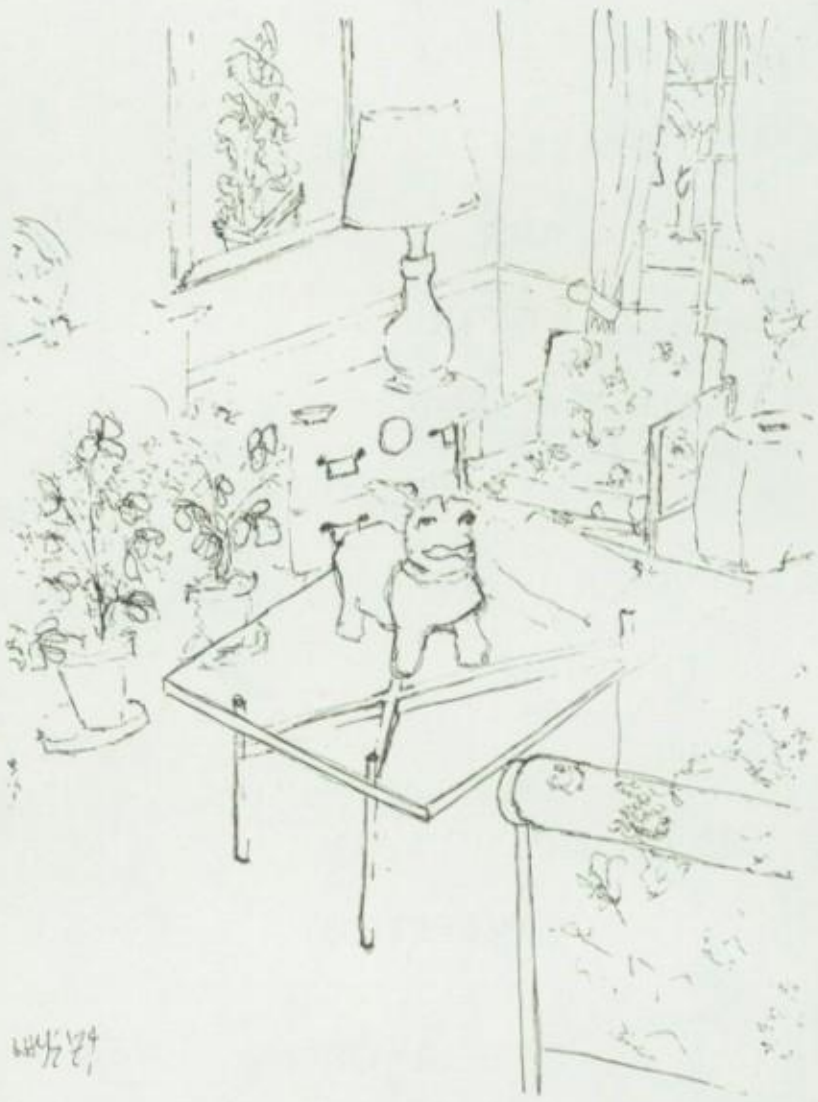

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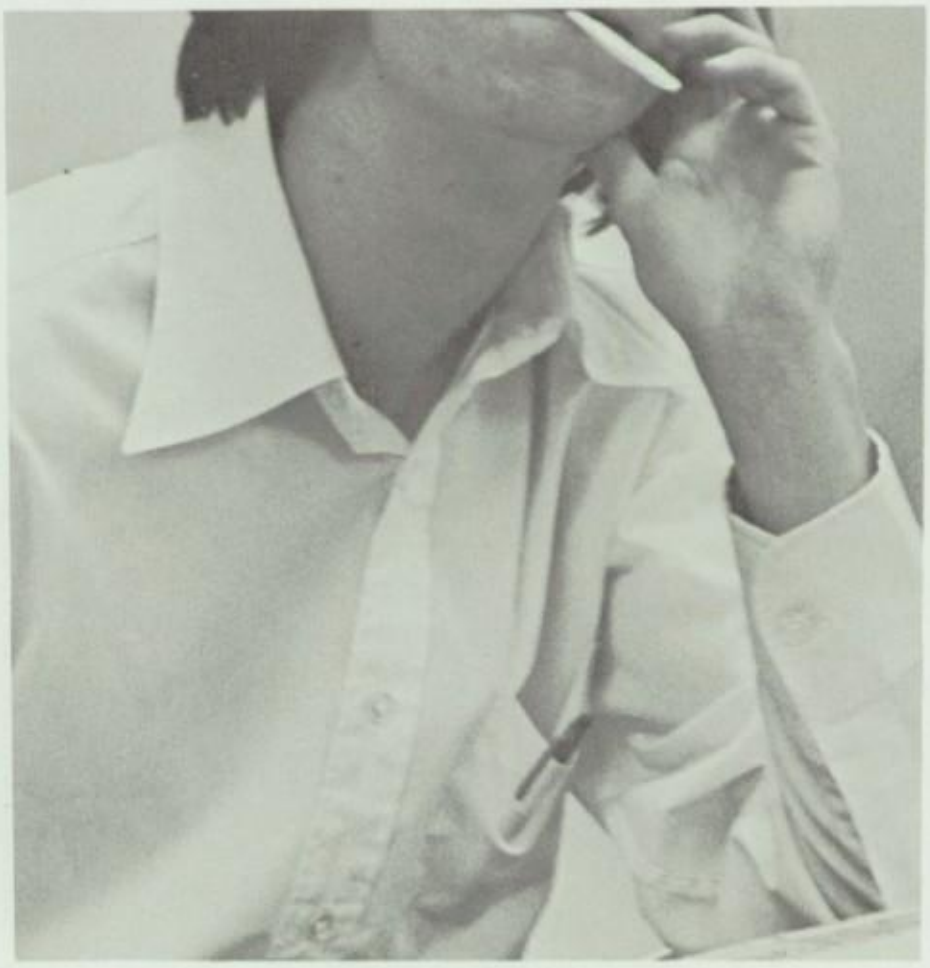

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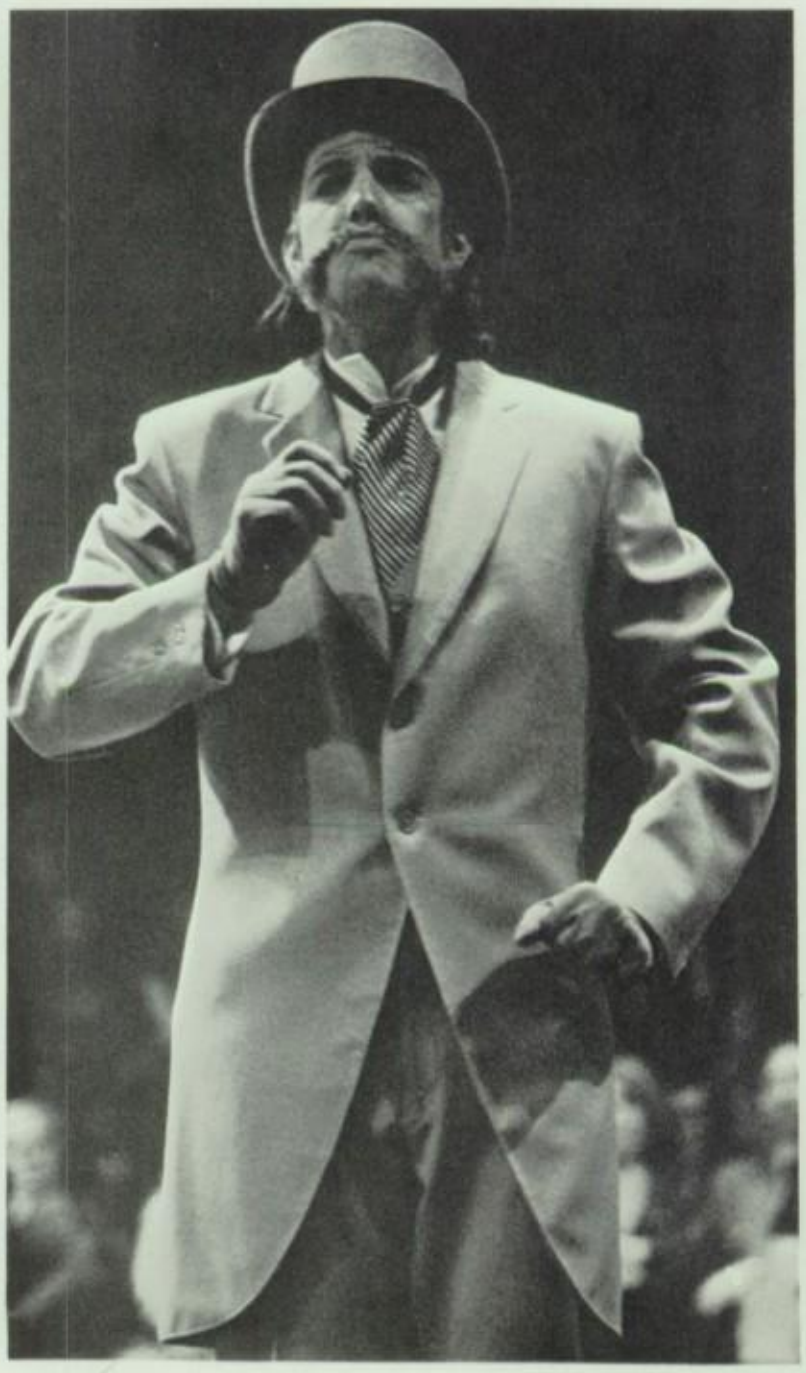

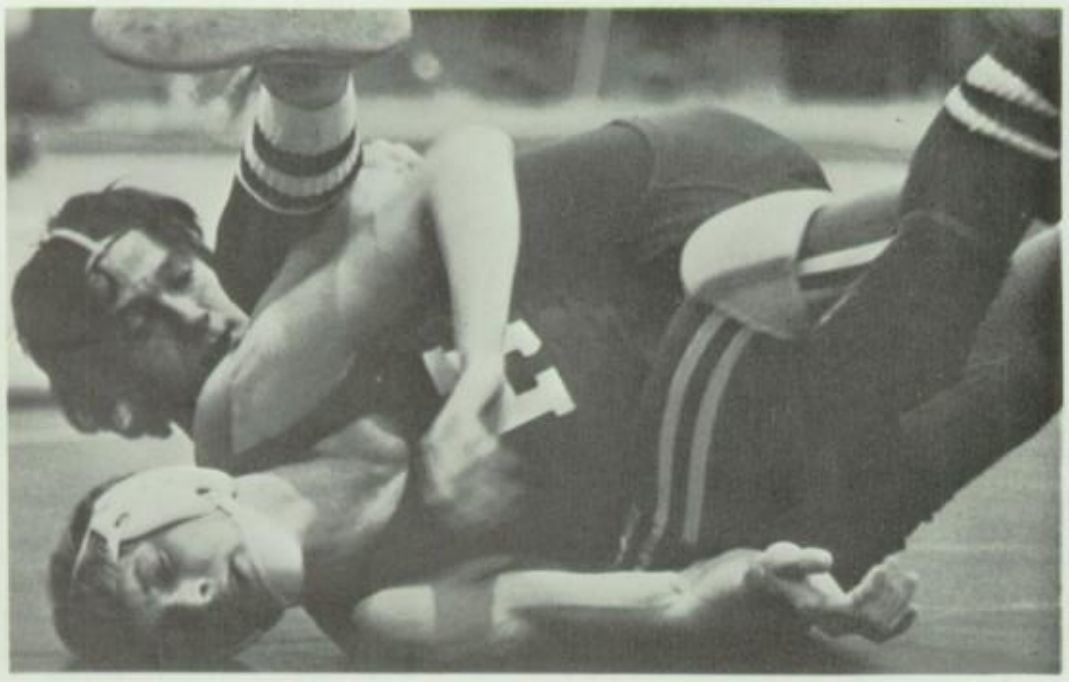

The Pembroke-Country Day School

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The Pembroke-Country Day School

HILLTOP

Volume 47, Number 1 — Kansas City, Missouri — September 4, 1973

Fifteen New People Replace Old Faculty

Fifteen people have been hired by Headmaster Roger Boocock to replace the ten teachers who departed last spring. Most of the hiring for this year was completed last spring.

Mr. Daniel Hathaway and Mr. Rick Eisenhart replaced Mr. Mel Bishop, who is currently working on an advanced degree in administration at Columbia (N.Y.C.) University. Hathaway is the Upper School Glee Club director and Eisenhart is director of admissions.

Hathaway has been the director of the Sunset Hill Glee Club since 1971 and will continue in that capacity this year.

Eisenhart is a graduate of Princeton University and came to Pem-Day from Hallmark Cards, Inc. He took over as admissions director at the start of the summer.

Mr. Don Adams and Miss Joyce Finzer are art and math department chairmen respectively. Miss Finzer replaces Mr. Kevin Maddox as department head. Maddox had been the acting head since Mr. Jack Warnick's departure in 1972.

Mrs. Irving Robinson is the social studies teacher for the fourth and fifth grades, and Mr. Robert Beake is a new physical education teacher. Beake will also serve as an assistant football coach.

Mr. David Geddes and Mr. Richard Sabakian are Upper School English teachers. Geddes is also an Upper School history teacher.

Mr. Clifford McWilliams is replacing Mr. Harry White as sixth grade math and science teacher. White is now Lower School principal.

Mrs. L. Koenig is teaching seventh, eighth, and ninth grade French. She replaces Mr. Peter Kritzer.

Mrs. Daniel Smith and Mrs. Gary Mohl are the Middle and Lower School music directors. Mrs. Mohl is teaching sixth and seventh grades and the Lower School. Mrs. Smith will direct the eighth and ninth grade Glee Club.

Mr. Michael Treese and Mr. Robert Hopkins were hired during the summer. Treese is replacing Mr. Alex Ermanoff as a Middle School English teacher, and Hopkins was hired part-time to teach one Spanish class.

Mrs. Caroline Taylor will teach Lower School art. She comes to Pem-Day from the Nelson Art Gallery.

The ten teachers who departed last year were Mr. Mel Bishop, Mr. Bob Ballou, Mr. Peter Kritzer, Mrs. David Plass, Mrs. Linda McCabe, Mr. Florian Allenchi, Mr. Alex Ermanoff, Mrs. Michael Pruitt, Miss Lenore von Schroeter, and Mrs. Walter Leonard.

Eisenhart Plans Third All-School FamilyBarbeque

A Pem-Day family barbeque, the third of its kind, will be held September 14 prior to the first house football game, against Dalton.

The barbeque, to be engineered by Admissions Director Rick Eisenhart, will be set up on the football practice field and will begin at 6:30 p.m.

Hamburgers, hot dogs, beans, slaw, chips, soft drinks, and coffee will be available for the $2 meal ticket.

Eisenhart and school dietician Dorothy Stork are planning for approximately 1000 persons. Last year's attendance of 900 doubled that of the year before.

New Look

THREE NEW ENTRANCE signs have been added to the campus this summer, replacing old and worn signs. The signs, acquired at a cost of about $3,300, are redwood with steel supports and gold cast aluminum lettering.

The above sign is located at State Line and Highway 50. The other two signs are located at Fifty-first Street and Ward Parkway, and at the Raymond B. White entrance on Fifty-first.

Boocock Shuffles Administrators

Many changes in the administrative personnel were made last spring by Headmaster Roger Boocock. These changes were primarily the promoting and shifting of current Pem-Day administrators.

Mr. Marvin Van Leeuwen and Mr. C. B. Lueck were appointed assistant headmasters. Van Leeuwen is assisting Boocock with program and staff and Lueck assists in financial programming.

Van Leeuwen is continuing as Upper School principal, but most of his current administrative tasks are being taken over by Mr. Edward Wucker.

Lueck is still business manager but now also takes part in guiding the goals and policies of the school.

"Most will assist me in seeing that our curriculum is sound and coordinated and work with the faculty to enhance the overall quality of teaching."

Lueck will "assist me in seeing that overall expenditures of the school support our policies and goals," said Boocock.

Mr. Kevin Maddox was promoted from assistant to associate headmaster, in effect retaining his position as second in command at Pem-Day. He is also continuing as dean of students and physics teacher.

English teacher Donald Vierling was named Assistant Dean of Students by Boocock. The announcement came at a faculty meeting last Thursday.

Mr. Harry White was named Lower School principal, replacing Mr. Bob Ballou, who is now teaching at Hamden Hall School in Hamden, Conn.

Mr. Tony Stroh was appointed director of coordination for Pem-Day and Sunset. His appointment was jointly announced by Boocock and Sunset Headmistress Barbara Belknap.

Stroh replaced Mr. Doug Wood, a former teacher who had been director of coordination since the start of the coordinate program in 1971.

news briefs

Headmaster Roger Boocock made two appointments public last month with the announcement that Miss Martha Grimes has been appointed head librarian of the Library and Mr. Pat White has been named assistant principal of the Middle School.

White replaced Mr. Lee Flapper who remains athletic director and Middle School science teacher.

White has been teaching at Pem-Day since 1966. Miss Grimes has been with the school for three years.

* * * * *

A special senate election will take place "sometime after the start of school," according to Upper School Principal Marvin Van Leeuwen. Two freshman representatives will be elected to the student-Faculty Senate.

The election will bring the senate to its full 24-member strength.

* * * * *

"The 1972-73 Raider will be published no later than Oct. 1," predicted former Editor-in-Chief Rusty Jones last month. He commented further that the reason for the delay stemmed from the fact that none of his staff left town, causing a delay in the final preparations for the annual.

Jones added that the book will be "a departure from the format of the previous three Raiders."

* * * * *

An assembly to "inform students of opportunities for extracurricular involvement" will be held tomorrow morning, Sept. 5, at 8:10 a.m., in the auditorium, according to Assistant Principal Edward Wucker.

Eleven representatives from the **Raider**, the **Hilltop**, the **Helicon**, the **Scholar**, the Glee Club, AFS, the Key Club, the Letterman's Club, Red Cross, and United Campaign will speak on the merits of their

Pem-Day Welcomes Lima

Elson Da Silva Lima, from Rio de Janeiro, Brazil, is this year's Pem-Day AFS student. He has spent the month of August in Mystic, Conn., with his American family, the David Hughes. He enjoys seeing a small section of New England. Elson has begun to learn the fundamentals of sailing and water-skiing.

Elson arrived in New York on August 8, where he spent the next two days at C. W. Post College on Long Island for orientation. From there he took a bus to Hartford, Conn., where he was met by the Hughes.

Elson is now looking forward to running track and playing soccer. While he intends to play soccer this year, he "didn't know that you play soccer in Kansas City." Having played soccer since he was able to walk, Elson can play several positions on the forward line. Having changed over to track at age 16, Elson runs the 100, 200, and, occasionally, 400 meters, and enjoys it immensely.

Elson is interested in biology, English, and history, and hopes to become a neurologist. He also enjoys camping, playing guitar, listening to music, and of late, water-skiing.

The main language in Brazil is Portuguese, but he also speaks Spanish, some French, and is still learning English.

Elson has had almost 12 years of primary school, four years of junior-senior (the school before high school), and two and a half years of high school in a school with 3000 students. Three of the 25 students in Elson's class were AFS finalists.

"I like the United States very much and am enjoying myself," Elson commented. He was impressed by the cars given American streets and the country in general.

"I hope this year will be very good for me and for you," said Elson.

AFS student Elson Lima

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1973-74

From your dedicated,

though talentless Staff,

To our Editor, who "copped out

on us as soon as summer began:"*

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c.f.: Jones, Russell, Jr., 1973 Raider, p. 231.

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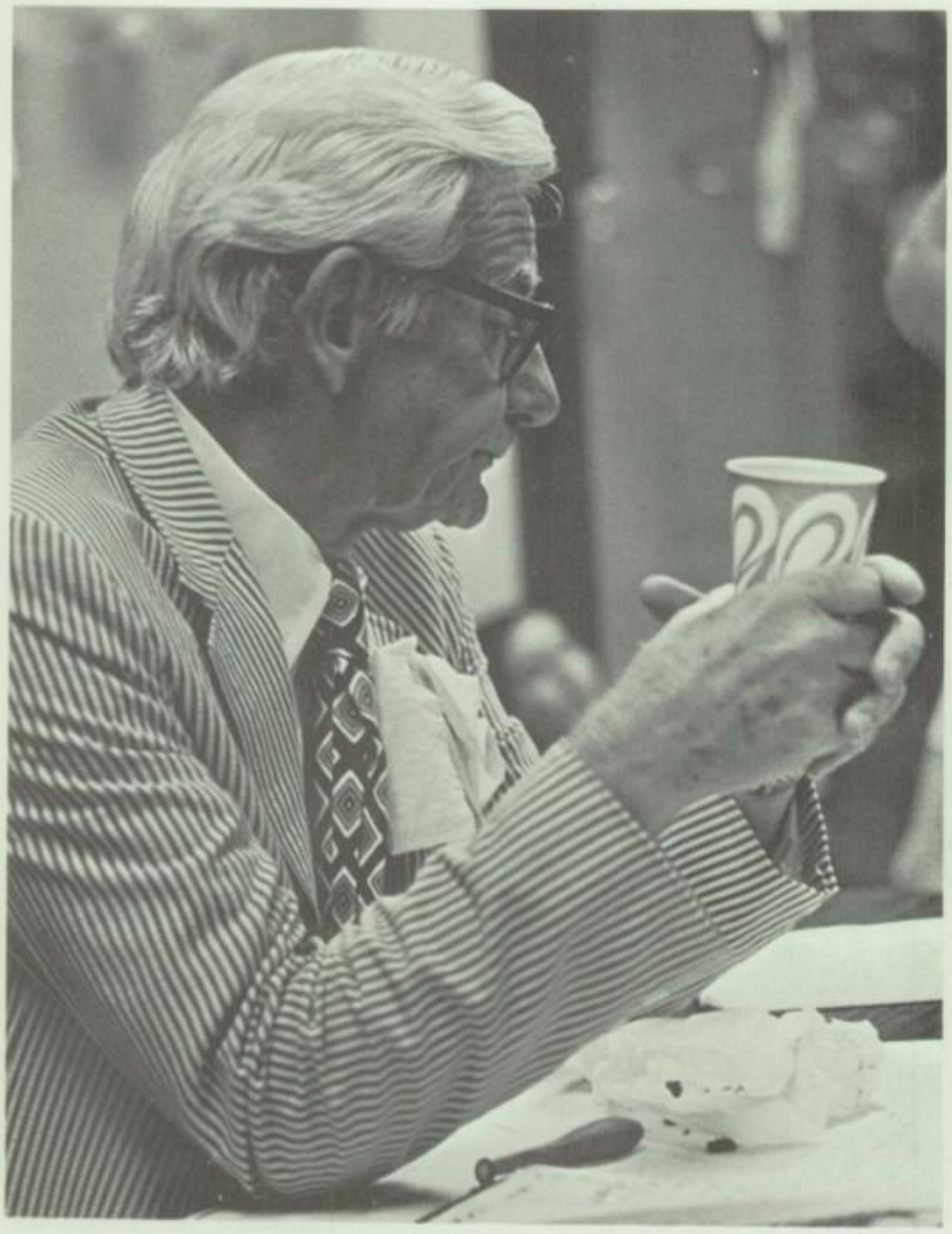

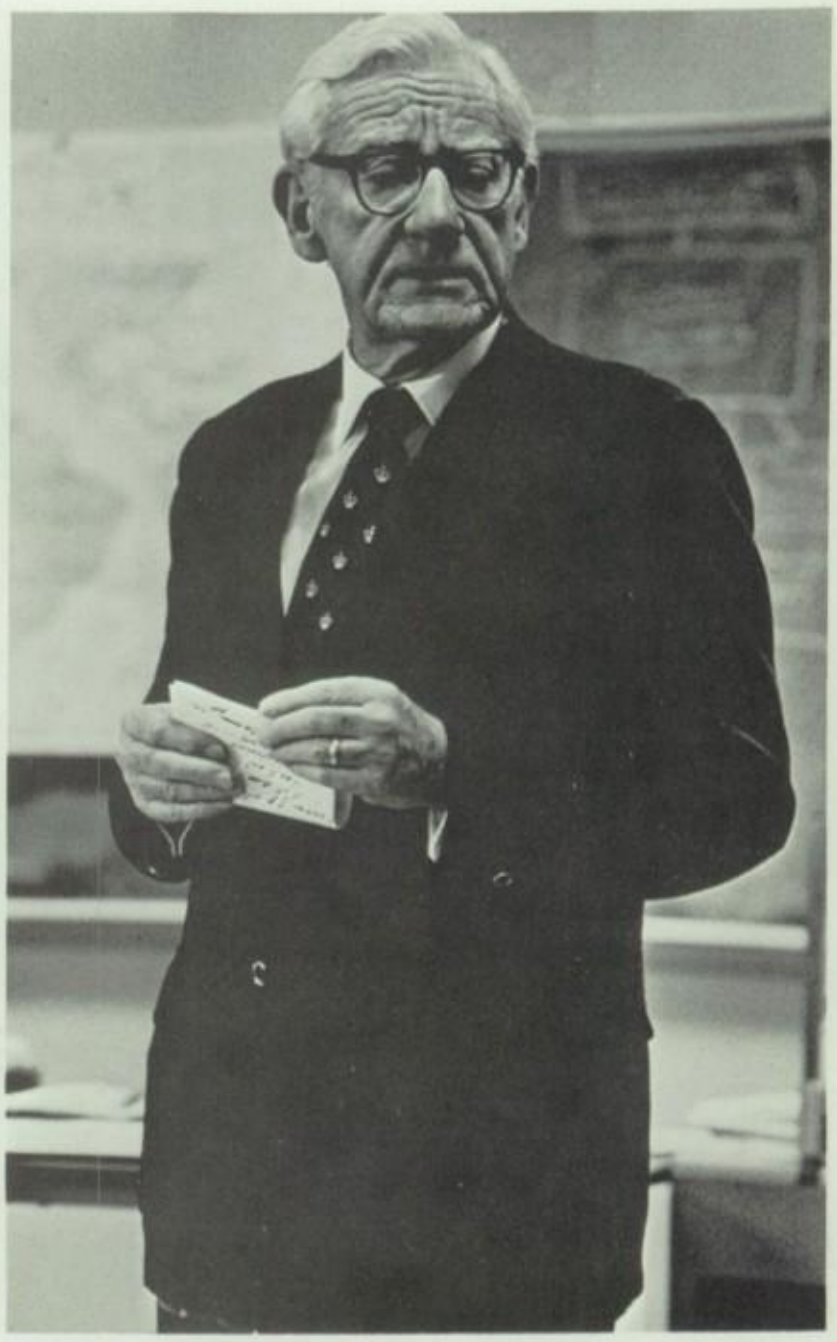

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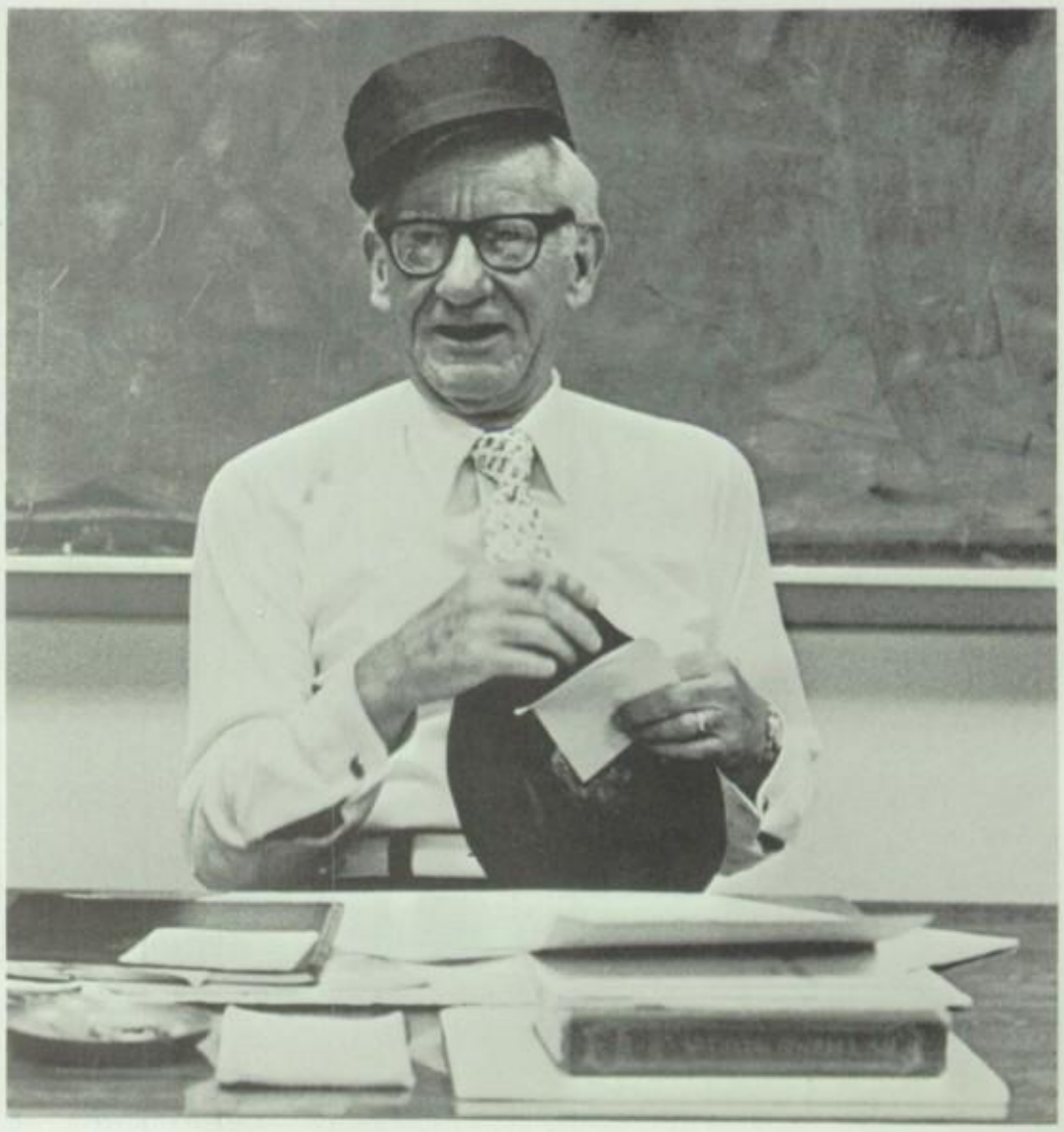

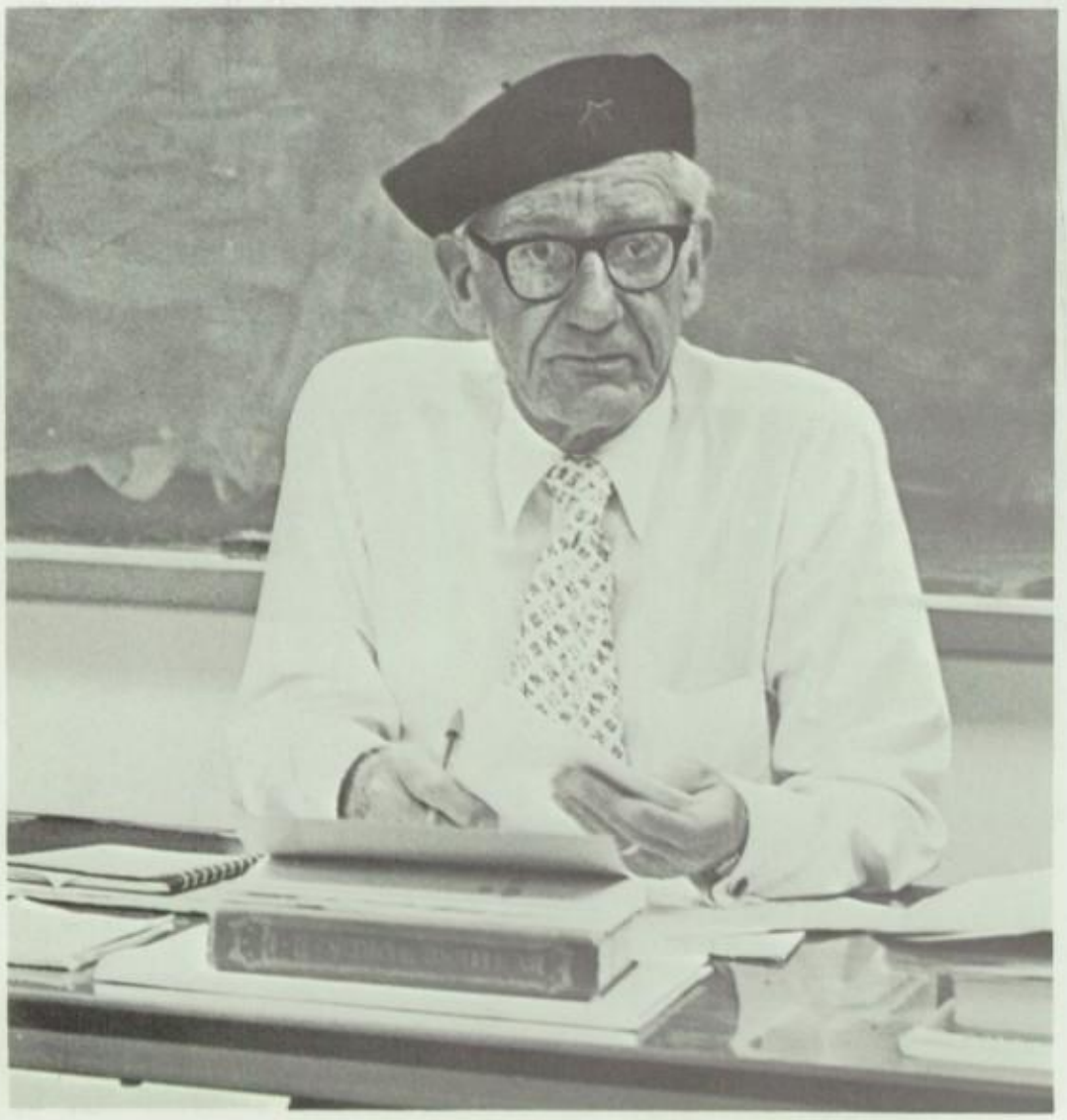

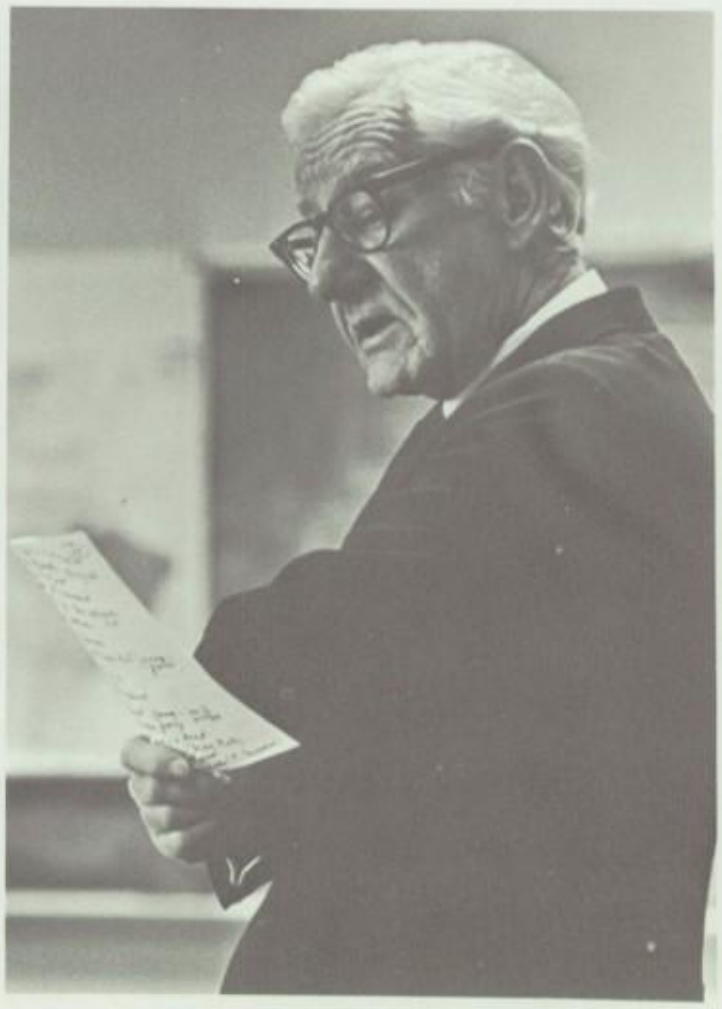

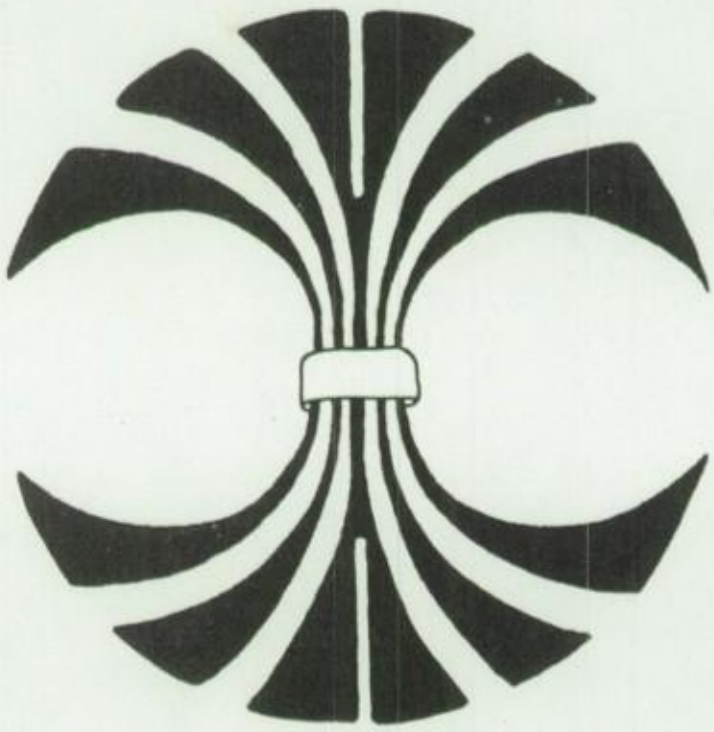

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